

**ECATS**

Special Education Module: End User Manual

2018

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## WHO IS PUBLIC CONSULTING GROUP (PCG)?

Public Consulting Group, Inc. (PCG) is a management consulting firm that primarily serves public sector education, health, human services, and other state, county, and municipal government clients. Established in 1986 with headquarters in Boston, Massachusetts, PCG operates from 46 offices across the U.S. and in Montreal, Canada, London, United Kingdom, and Lodz, Poland. The firm has extensive experience in all 50 states, clients in six Canadian provinces, and a growing practice in the European Union.

## PCG'S EDUCATION SERVICES PRACTICE AREA (ESPA)

PCG Education offers consulting solutions that help schools, school districts, and state education agencies/ministries of education to promote student success, improve programs and processes, and optimize financial resources. Together with its state-of-the-art technology, PCG Education's consulting approach helps educators to make effective decisions by transforming data into meaningful results. Below we highlight several of our ESPA services.

Our service and product offerings include:

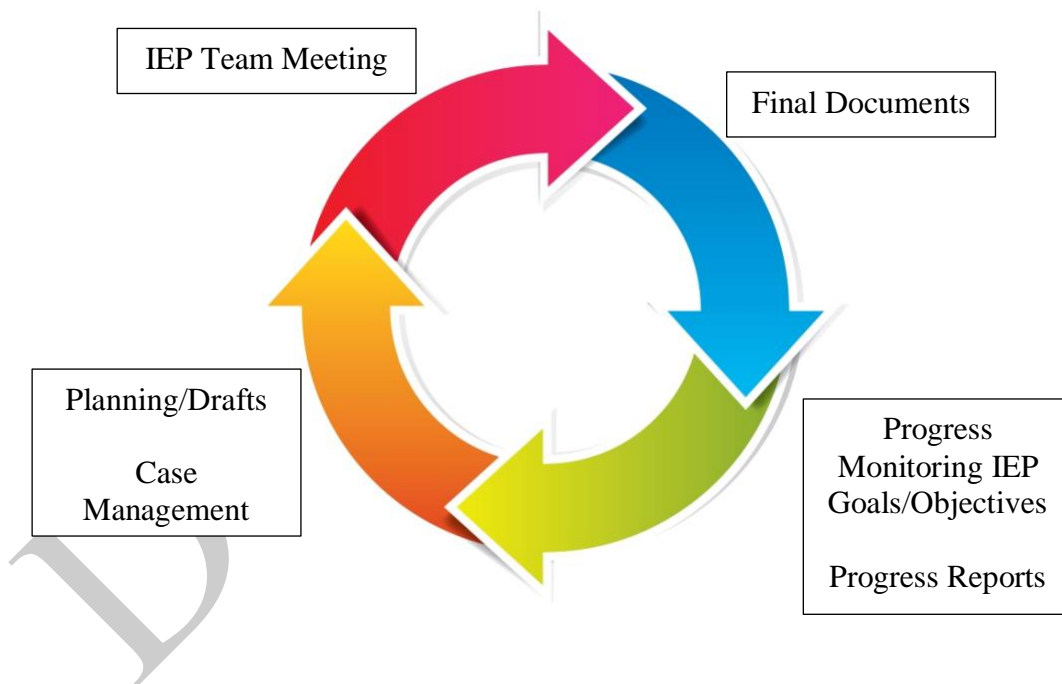
- **Special Education Consulting Services:** PCG offers comprehensive services and customized technology solutions to special education departments. Related applications and services such as EasyFax™, PaperClip™, Advanced Reporting™, state vertical reporting, Pearson partner, PowerSchool data integration, and School Interoperability Framework (SIF) certification make PCG Education an undisputed market leader.
  - **ECATS** is an internet-based solution for the development of Individualized Education Program (IEPs) and for the management of special education reporting in North Carolina. ECATS provides administrators with a powerful organizational tool, extensive reporting capabilities and instant access to student information securely via the internet.
  - The Service documentation module is a component of ECATS. Having a single universal system for both IEP and service documentation purposes minimizes the burden on providers by allowing for a highly streamlined process for IEP development and subsequent service documentation. This consolidation allows for additional monitoring of service documentation, ensuring that students are receiving the proper level of services, as well as maximizing Medicaid reimbursement for the school district.
  - The MTSS module is a third component of ECATS. ECATS MTSS complements the multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. ECATS MTSS uses an early warning system to assist educators in their data-based problem solving for decision making. The intervention planning page is designed to efficiently document interventions at both the supplemental and intensive levels. ECATS MTSS allows for progress monitoring and intervention effectiveness. Reports and summary dashboards also provide aggregate information for LEA, School and student level problem-solving.

## ECATS SYSTEM OVERVIEW: Special Education Module

ECATS is an electronic data management system that allows users to create a virtual filing cabinet of all the documentation associated with special education.

In ECATS, data is entered specific to the process(es) in which an IEP Team engages. From initial referral to reevaluation to planning for an IEP Team meeting, users can manage the services provided to students with disabilities through ECATS.

Users may create draft documents to assist planning then finalize based upon the decisions of the IEP Team. Finalized documents provide a historical record and the basis for future activities that may build upon data already entered into the system. ECATS also provides the electronic platform for sharing files when students transition between local education agencies within North Carolina – ensuring that little to no interruption in the delivery of special education and related services is experienced by the student.





## ECATS GENERAL INFORMATION

### *Security*

All ECATS information is confidential. The server uses Secure Socket Layer (SSL) technology to encrypt all information as it flows across the Internet. This is the same technology that online merchants and banks use to protect your credit card number and other sensitive information.

Please adhere to the following procedures to ensure security:

- **Do not give your account name or password to anyone.**
- **Do not write your password down where it can be seen by others.**
- **Do not save documents or reports to an unsecured computer.**
- **Always log off of ECATS and close your browser when you are finished.**

*Note: ECATS will automatically log you out of the system after 120 minutes of inactivity.*

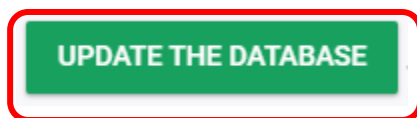
### *Navigation*

ECATS is menu bar driven with tabs along the top on the screen that are used to navigate through the system. Clicking different tabs takes the user to different parts of the database. End users will primarily use the **Students** tab to complete work.








### *Saving Changes*

After a change is made it is very important to click the 'Update the Database' button at the bottom of each screen to save the changes. 'Update the Database' is equivalent to *Save*. **Any information entered will be lost if users forget to click 'Update the Database'.**



### ***Important Symbols in ECATS***

Below is a list of icons, and a description of their functionality, that appear on many system pages:

	<b>Help</b> - This link shows general help information.
	<b>Drop-down menu</b> - Only one selection can be made. Click once on the box and select an option.
	<b>Check box</b> - More than one selection can be made. To add or remove a check, click once on the box.
	<b>Spell Check icon</b> – Click on the icon to launch the spell check function for a specific text box.
	<b>Calendar icon</b> – To add a date, click on the calendar and scroll through the screens to find the appropriate date.

### ***Logging into the System***

To login to ECATS, go to the NCEdcloud IAM Service and select the icon for ECATS. If you do not have a login to NCEdcloud IAM Service, you need to claim your account or have an NCID account created. Contact your local NCID representative.

## MAIN MENU TAB

### *Questions/Issues/Suggestions*

To inform the Helpdesk of any issue, use the ‘*Send Us a Message*’ via the link on the ECATS Main Menu page. This will prompt a web form to open in order to submit a ticket.

The screenshot shows the ECATS Main Menu interface. The top navigation bar includes links for 'MAIN MENU', 'STUDENTS', 'WIZARDS', 'PROGRESS MONITORING', 'MY ACCOUNT', 'REPORTING', and 'GROUPS'. A 'Send Us a Message' link is highlighted in a red box. A modal form titled 'Leave us a message' is open, containing the following fields:

- Ticket request form**
- Your name**: Special Ed Test
- Email address\***: specialied@district.edu
- Subject\***
- Description\***

Below the form, there are 'Cancel' and 'Send' buttons. The background shows the 'My Caseload / School(s)' section with a list of users (Sally Jones, Brittany Test, Kaitlin Test) and the 'My Meetings' section with a calendar view.

Users will be prompted to enter the following ticket fields:

- **Your name** – This will auto populate with your name
- **Email address** – This will auto populate with the email set on your ECATS profile – IMPORTANT: this should NOT be changed when submitting a ticket.
- **Subject** - Enter a subject line (\*required)
- **Description** – Describe your question/issue (\*required)
- **Module** – Select the module that relates to your ticket – Special Education, Service Documentation, MTSS, etc. (\*required)
- **Student** – Enter in a student name, student ID etc., if applicable
- **Page Title** – Indicate the page related to your question/issue
- **Attachment** – Upload attachments to help explain your issue/question

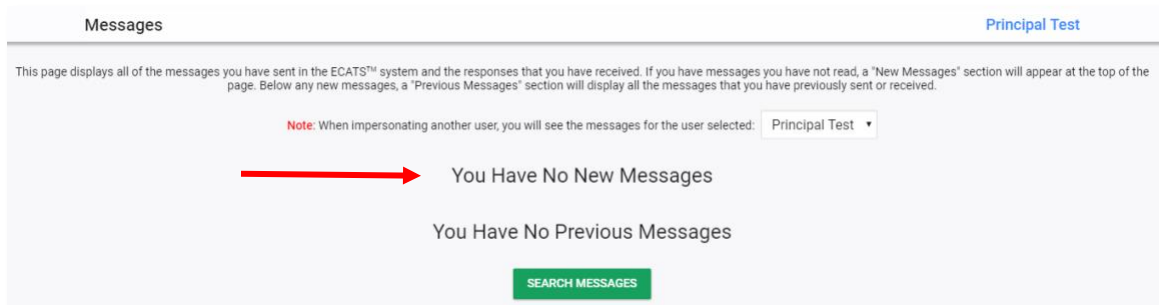
Once the Helpdesk responds to your message, you will receive an e-mail (to the address listed within your ECATS profile) informing you that you have a new message. All messages and responses are sent internally within the system.

### *Reviewing previously submitted tickets*

Users can access previously submitted tickets by logging into ECATS and selecting the “Message Board” link.

## ***Accessing Messages Related to Alerts***

To access a new message related to an Alert, click on '[My Messages](#)'. This will direct you to the following screen, which displays *New Messages*, as well as stores your *Previous Messages*.



Once you have read all new messages, you will no longer see the '[New Mail](#)' icon on your Main Menu screen.

## ***Announcements***

On the Main Menu page, you will find Announcements. This message is edited by your district's administrators and/or NCDPI EC Division and will alert you of any important information. Please check this message each time you log in to stay informed with state or district wide changes or updates.

## ***Document Library***

At the bottom of the Main Menu page you will see any files that have been made available to you for viewing or downloading. To view a file, click on the name of the file (denoted by a [blue](#) hyperlink). The file will open and you will have the option of saving it to your computer. When you are finished viewing the file, click on the "Main Menu" tab at the top of your screen. Do not close your browser, as you are still logged in to ECATS.

## STUDENTS SECTION



### *Student Overview*

When searching for students, please remember that districts are using a separate Student Information System (PowerSchool) that provides information to ECATS. If the student you are looking for does not display, please contact your district administrator. The system will only allow a certain number of students to appear on the search results screen at once. Narrow the search by entering the student's ID, school, or choosing either *General Education*, *Initial Eligibility* or *Current Reevaluation*, *IEP*, *Special Education*, or *Referral* and the beginning letters of the child's last name. Some users might not be able to search for students and may only be able to view their individual caseload.

- 1) From the Main Menu, click the "Students" tab.
- 2) Enter the criteria to search by, such as *Student Last Name* or *Student ID*.

The image is a screenshot of a web form titled 'Criteria for Selecting Students to View'. The form contains several input fields and checkboxes. At the top, there are two dropdown menus: 'Grade Level' set to 'All Grades' and 'School' set to 'All Schools\*'. Below these are three text input fields for 'Student Last Name', 'Student First Name', and 'Student Middle Name'. A red arrow points to the 'Student Last Name' field. Below these is a 'Student ID' field, also with a red arrow pointing to it. To the right of each of these four fields is a checkbox labeled 'Exact Match' followed by a question mark. Below the name fields is a 'Status' section with checkboxes for 'General Ed', 'Eligibility', 'IEP', 'Referral', and 'Special Ed'. At the bottom of the form is a 'Sort List By' dropdown menu set to 'Student's Last Name'. Below the form are three green buttons: 'VIEW STUDENTS' (highlighted with a red rectangle), 'ADVANCED STUDENT SEARCH', and 'VIEW MY CASELOAD'.

- 3) The student's record will appear if that student fits the entered criteria or a list of students with the same last name exists in the database.
- 4) To select a specific student record, click on the name of the student.

Select a Student													
Del	CP	Last Elig	Last IEP	School	Grade	Name	Student ID	Age	Dis	Case Manager	IEP Begin	IEP End	Placement
<input type="checkbox"/>	✓	12/01/2017	12/25/2017	TST	2	<a href="#">Abhishek Test NC</a>	AP-NC-01	18 Years	MU	<a href="#">Admin Test</a>	12/25/2017	12/15/2018	1
<input type="checkbox"/>	✓			TST		<a href="#">Adult Student Test</a>	ADTEST	18 Years	AU	<a href="#">Pranitha Clinician</a>			0
<input type="checkbox"/>	✓			TST	4	<a href="#">Alex Marcin Test AMT</a>	154132498	10 Years		<a href="#">Test Test TT</a>			58
<input type="checkbox"/>	✓	01/29/2018	02/05/2018	TST	KI	<a href="#">Billy Bob Test Jr.</a>	TESTQA1	5 Years	IDMO,ED	<a href="#">Caleb User Test</a>	02/12/2018	02/01/2019	6
<input type="checkbox"/>	⚠			TST	5	<a href="#">Brittany QA Test</a>	10182017TEST	10 Years		<a href="#">Admin Test</a>	12/20/2017	12/15/2018	0
<input type="checkbox"/>	✓	12/22/2017		TST	2	<a href="#">Caleb Test</a>	CALEBTEST	9 Years	VI, AU, JDMO	<a href="#">Caleb User Test</a>			0
<input type="checkbox"/>	✓			TST	1	<a href="#">Christine MiddleName Test</a>	CHRISTINETEST12	7 Years		<a href="#">Dominik Test Galinski2 ssfx</a>			23
<input type="checkbox"/>	✓	01/08/2018	01/08/2018	TST	KI	<a href="#">Dana QA Test</a>	QA123456	5 Years	LD	<a href="#">Caleb User Test</a>	01/08/2018	01/07/2019	14
<input type="checkbox"/>	⚠	02/01/2018		TST	3	<a href="#">Erin Test</a>	TST2342	10 Years	AU	<a href="#">Test Test TT</a>			8
<input type="checkbox"/>	✓			TST	4	<a href="#">Ginger Test</a>	GTEST01	10 Years					0

## Viewing Caseloads

Once assigned to a student's IEP team, users have a 'View My Caseload' button that will direct to the user's entire caseload. Within two simple clicks a student record can be added.

- 1) Click the 'View My Caseload' button at the bottom of the Student Search page.

Criteria for Selecting Students to View

Grade Level:
All Grades

School:
All Schools\*
(\* Limited to those Schools you have access to)

Student Last Name:
☐ Exact Match ?

Student First Name:
☐ Exact Match ?

Student Middle Name:
☐ Exact Match ?

Student ID:
☐ Exact Match ?

Status:
☐ General Ed
☐ Eligibility
☐ IEP
☐ Referral
☐ Special Ed

Sort List By:
Student's Last Name

VIEW STUDENTS ?

ADVANCED STUDENT SEARCH

VIEW MY CASELOAD

- 2) The following *Select a Student* page will list all the students who you serve via the "Team" tab, either as a case manager or as a team member. Any students who you are the case manager of will be listed at the top of the page with a gray background.

Select a Student (Caseload of Principal Test)												
CP	Last Elig	Last IEP	School	Grade	Name	Student ID	Age	Dis	Case Manager	IEP Begin	IEP End	% Placement
✓		02/02/2018	TST	6	<a href="#">George Test Galinski</a>	GTG1234	0 Years		Dominik Test Galinski2 ssfx	02/03/2018	05/05/2018	11
●	01/02/2016	06/01/2017	TST	PK	<a href="#">Mickey Galinski</a>	MG123	9 Years	DB	Dominik Test Galinski2 ssfx	06/01/2017	05/01/2018	10
✓			TST	5	<a href="#">Remington Alexander Galinski SFX</a>	RAG5768	20 Years	IDMO	Dominik Test Galinski2 ssfx	11/29/2017	07/01/2018	0 REG
✓		01/24/2018	TST		<a href="#">Abhishek P Potdar NC</a>	AP-NC-02	18 Years		Abhishek Potdar CL-VO	01/25/2018	01/20/2019	8
●		01/02/2018	TST	2	<a href="#">Lillian Test Student</a>	LILLTEST	8 Years	DD	Caleb User Test	01/02/2018	01/01/2019	21
✓			TST	5	<a href="#">Pauline Test Student</a>	TESTPAULINE	10 Years		Caleb User Test			6
✓	12/01/2017	12/25/2017	TST	2	<a href="#">Abhishek Test NC</a>	AP-NC-01	18 Years	MU	Admin Test	12/25/2017	12/15/2018	1









### Student Compliance Overview

Every student in ECATS has a compliance symbol associated with their name. When viewing the caseload, the compliance symbols are a quick way to see which students are in or out of compliance, as well as students who have approaching deadlines. Definitions of compliance symbols are located below.



●	01/02/2018	TST	2	<a href="#">Lillian Test Student</a>	LILLTEST	8 Years	DD	Caleb User Test	01/02/2018	01/01/2019	21	
✓		TST	5	<a href="#">Pauline Test Student</a>	TESTPAULINE	10 Years		Caleb User Test			6	
✓	12/01/2017	12/25/2017	TST	2	<a href="#">Abhishek Test NC</a>	AP-NC-01	18 Years	MU	Admin Test	12/25/2017	12/15/2018	1

## Compliance Symbol Definitions

Symbol	Meaning
	STOP: It has been > 1095 days (3 years) since this student's Eligibility Date. The student's eligibility has expired. A triennial re-evaluation is due.
	WARNING: It has been > 1035 days since this student's Eligibility Date. A triennial re-evaluation is due within 2 months.
	STOP: It has been > 365 days since this student's IEP was developed. The current IEP has expired.
	WARNING: It has been > 335 days since this student's IEP was developed. The current IEP will expire soon.
	STOP: It has been >97 days since the initial referral. The 90-day timeline has been exceeded.
	Warning: It has been >77 days since the initial referral. The 90-day timeline is due soon.
	The student has a current eligibility and a current IEP/PSSP.
	This student is currently classified as a general education student.



## REPORTING TAB



The “Reporting” tab on the Main Menu allows users to run reports, view reports and create new reports.

To Run a Standard Report:

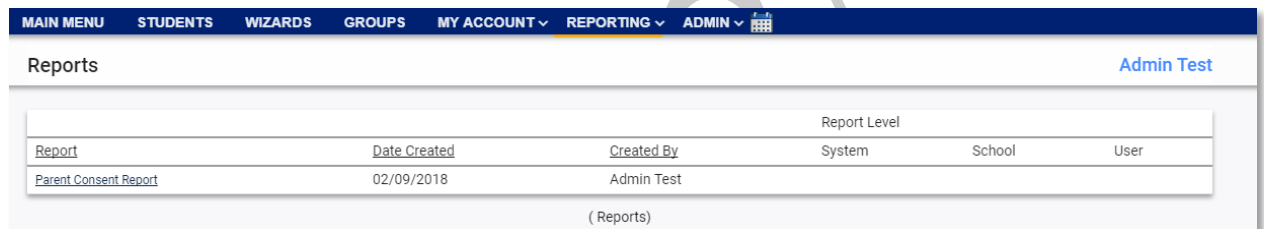
- 1) From the Main Menu – Click on the “Reporting” tab.
- 2) Select “Standard Reports” from the drop-down menu.
- 3) A table for Drill-Down Reports displays under the “Standard Reports” header. These reports will allow users to “drill down” into data by narrowing search criteria. Hovering over the report name will provide a short description of the report and the data it will pull.

A screenshot of a web form titled 'Service Log Report'. The form is white with a light blue border. It contains several input fields: 'Type of Date to Use' with a dropdown menu showing 'Date of Service'; 'Start Date' with a text input '01/10/2018' and a calendar icon; 'End Date' with a text input '02/09/2018' and a calendar icon; and 'Order the results by' with a dropdown menu showing 'Student's Last Name'. At the bottom right of the form is a green button with the text 'NEXT' in white capital letters.

- 4) A table for Scheduled Reports displays at the bottom of the page. Choose the appropriate tab and click on the hyperlink for the desired report to run it.
  - a. Hovering over the report name will provide a short description of the report and the data it will pull.
  - b. When the report is complete users will receive an email notification.
  - c. The time required to generate a report is reflective of the amount of data returned and how many other reports are already scheduled to run. Reports with very large amounts of data will run at midnight.



- d. After a report has been run, users can find the results by navigating to the “My Reports” link under the “Reporting” tab. Click on the hyperlink to view the report.



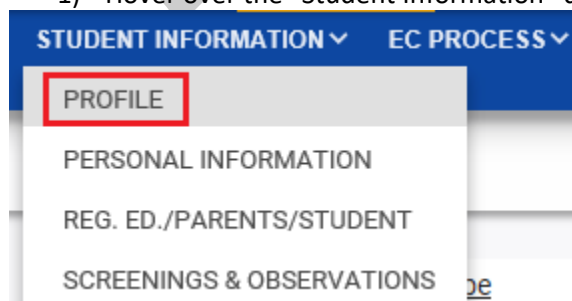
## STUDENT INFORMATION

### Profile Tab

After selecting a student, the Personal Information containing basic demographic data for that student will appear. This information is imported from your student information system (PowerSchool). The “Personal Information” tab in ECATS is accessible as *view only*. To maintain data integrity, users are not permitted to edit information on this page.

#### Access Student Profile

- 1) Hover over the “Student Information” dropdown click on the “Profile” tab.



- 2) The Student Profile will be displayed as the default page when users click on a student's name. Within this page a student's basic demographics and other information will be displayed.

The screenshot shows the 'EdPlan Student Profile' interface for a student named 'Brittany Test'. The 'Personal Information' tab is selected, displaying a table of student details.

Personal Information			
Name	Brittany Test	ELL Level	
School	Test School	Grade	Fifth Grade
Student ID	10182017TEST	Status	RegularEd
Date of Birth	10/18/2007	Reading Level	
Home Language	English	Guardians	Mrs & Mrs Test
Phone	919-777-6633		
Group(s)	Elementary Test	Teacher(s)	General Ed Test

- 3) Next, the "Performance Data" tab will show assessment information for the student and can be filtered by school year.

The screenshot shows the 'Performance Data' tab selected. It features an 'Assessment Filter Criteria' section with a 'School Year' dropdown set to '2017-2018' and buttons for 'EXPAND ALL' and 'COLLAPSE ALL'. A message box indicates that the student does not have any assessment data for the selected school year.

**Assessment Filter Criteria**

School Year: 2017-2018

EXPAND ALL COLLAPSE ALL

Student does not have any assessment data for the selected school year.

- 4) Next, the "Grades" tab will show grades for the student and can be filtered by school year.

The screenshot shows the 'Grades' tab selected. It features a 'School Year' dropdown set to '2017-2018'. A message box indicates that the student does not have any course data for the selected school year.

School Year: 2017-2018

Student does not have any course data for the selected school year.

- 5) Next, the "Attendance" tab will show attendance for the student and can be filtered by school year.

EdPlan™ EDPlan Student Profile Brittany Test

Personal Information Performance Data Grades Attendance Special Education

School Year 2017-2018

Student does not have any attendance data

- 6) Next, the “Special Education” tab will show major dates and information within the student’s special education timeline.

EdPlan™ EDPlan Student Profile Brittany Test

Personal Information Performance Data Grades Attendance Special Education

**Special Education**

Eligible	No	Disabilities	
Eligibility Date		Current IEP Date	
Current IEP	No Current IEP Doc	Current IEP-at-a-Glance	No Current IEP-at-a-glance Doc

### ***REG. ED./PARENTS/STUDENT TAB***

From the student specific menu bar, the “Reg. Ed./Parents/Student” tab is used to add parents, guardians and regular education teachers. It is also used to add team members who participate from outside agencies and, if applicable, the student.

To Access: Hover over the “Student Information” dropdown and select the “Reg. Ed./Parents/Student” tab.

STUDENT INFORMATION EC PROCESS PLAN OF CARE PRESCHOOL TRANSITION DOCUMENTS

PROFILE

PERSONAL INFORMATION

**REG. ED./PARENTS/STUDENT**

SCREENINGS & OBSERVATIONS

TEAM

ELIGIBILITY

SPECIAL ED SERVICES

RELATED SERVICES

CONTACTS

NEW ASSESSMENTS

STUDENT HISTORY

Group(s)

Student Profile Brittany Test

Personal Information Performance Data Grades Attendance Special Education

Brittany Test	ELL Level	
Test School	Grade	Fifth Grade
10182017TEST	Status	RegularEd
10/18/2007	Reading Level	
English	Guardians	Mrs & Mrs Test
919-777-6633		
Elementary Test	Teacher(s)	General Ed Test

### **Making Edits:**

- 1) Within this page a user can update parent and/or guardian information. As information is updated on this page click the “Update the Database” button to save changes.

- 2) Click the “Details” button next to the current parent information to edit more details regarding the parent and/or guardian. As information is updated click the “Update the Database” button to save changes.

Reg. Ed./Parents/Student Brittany Test

Del ?	Pos	New Pos ?	Name *	Relation ?	Home Ph ?	Work Ph ?	Cell Ph ?	
<input type="checkbox"/>			Mrs & Mrs Test	Both Parents	919-777-6633	919807-4026	910-222-2222	<span style="background-color: #2e8b57; color: white; padding: 2px 5px;">DETAILS</span>

UPDATE THE DATABASE

ADD NEW PARENT/GUARDIAN
ASSOCIATE WITH EXISTING PARENT/GUARDIAN

To add an individual to this page:

- 1) Click the ‘Add New Parent/Guardian’ button.

Reg. Ed./Parents/Student Brittany Test

Del ?	Pos	New Pos ?	Name *	Relation ?	Home Ph ?	Work Ph ?	Cell Ph ?	
<input type="checkbox"/>			Mrs & Mrs Test	Both Parents	919-777-6633	919807-4026	910-222-2222	<span style="background-color: #2e8b57; color: white; padding: 2px 5px;">DETAILS</span>

UPDATE THE DATABASE

ADD NEW PARENT/GUARDIAN
ASSOCIATE WITH EXISTING PARENT/GUARDIAN

- 2) Enter all the relevant information.
  - a. *Student Lives Here* must be checked for at least one parent/guardian.
  - b. If the person should appear on the IEP Team, check *Include on IEP Team*.
- 3) Click the ‘Update the Database’ button.

**Add Parent(s)/Guardian** Brittany Test

---

Full Name:  \*

Relationship:  \*

Language:  ?

Address:  ?

?

City, State, Zip Code:  ?

?

☒ Student Lives Here ?

☐ Has Separate Mailing Address

E-Mail:  ?

Home Phone:  ?

(Note: For consistency, if both parents work, enter the father's work phone number first, and the mother's second)

Work Phone:  ?

?

☒ Include on IEP Team ?

☐ Include on RTI Team

Comments:  ?

**UPDATE THE DATABASE** ?

### Associating Parents:

- 1) Click "Associate with Existing Parent/Guardian" button to associate another student's parent/guardian with the current student. Search for the parent/guardian by the filters/options on the page and click "View Parent(s)."

**Search for Parents to Associate** Brittany Test

---

Grade Level:  \*

School:  ?

Parent Last Name:  ☐ Exact Match

Parent First Name:  ☐ Exact Match

Title:  ☐ Exact Match

Parent ID:  ☐ Exact Match

Sort List By:  \*

**VIEW PARENT(S)**

- 2) Click on the parent/guardian that should be associated with the student's record.

### Select a Parent to Associate

Name	Parent ID	Home Phone	Work Phone	Cell Phone	E-Mail
Martha Test					
Mom and Dad Test					

- 3) Select the relationship of the parent/guardian to the student, home and/or team information and select the “Update the Database” button to save the parent/guardian to the student’s record. Edit the Parent information by clicking the “Details” button.

### Associate Martha Test

Brittany Test

Relationship:	Add <b>Martha Test</b> as	<div></div>	of <b>Brittany Test</b> .
Home:	<input type="checkbox"/> Student Lives Here ?		
Teams:	<input type="checkbox"/> Include on IEP Team <input type="checkbox"/> Include on RTI Team		
<b>Parent Information</b>			
<div> <div>Full Name: Martha Test</div> <div>Language:</div> <div>Address:</div> <div>City, State, Zip Code: ,</div> <div>Home Phone:</div> <div>Home Fax:</div> </div>			
Work Phone:			
Cell Phone:			
Other Phone:			
E-Mail:			
Comments:			
<b>UPDATE THE DATABASE</b>			

## SCREENINGS & OBSERVATIONS TAB

- 1) Hover over the “Student Information” dropdown and click on “Screenings & Observations” from the “Student Information” menu.

The screenshot displays the ECATS user interface. At the top, a blue navigation bar contains tabs: 'STUDENT INFORMATION', 'EC PROCESS', 'PLAN OF CARE', 'PRESCHOOL TRANSITION', and 'DOCUMENTS'. The 'STUDENT INFORMATION' tab is active, and its dropdown menu is open, showing options: 'PROFILE', 'PERSONAL INFORMATION', 'REG. ED./PARENTS/STUDENT', 'SCREENINGS & OBSERVATIONS' (highlighted), 'TEAM', 'ELIGIBILITY', 'SPECIAL ED SERVICES', 'RELATED SERVICES', 'CONTACTS', 'NEW ASSESSMENTS', and 'STUDENT HISTORY'. The main content area is titled 'Observations' and features a table with the following rows: 'Hearing Screening', 'Vision Screening', 'Speech/Language Screening', and 'Hospitalizations'. Each row has a '+' icon in the first column. A green 'ADD OBSERVATION' button is located at the bottom right of the table. The name 'Brittany Test' is visible in the top right corner of the content area.

- 2) Within this page, add hearing, vision, and speech/language screening information, as well as Illness/Hospitalization information and observations. Simply click the + button to expand the tables, and then click the add screening button. *Note:* These are existing data only. Consent must be obtained prior to entering this information if not currently available as a result of mass screening - grade level or school wide screening activities.



## Hearing Screening

## New Hearing Screening

Hearing Screening Date	<input type="text"/>	Hearing Screening Status	<input type="text"/>
dB Intensity Level	<input type="text"/>	Frequency	<input type="text"/>
Administered by	<input type="text"/>	Pass/Fail	<input type="text"/>

ADD HEARING SCREENING

## Vision Screening

## New Vision Screening

Vision Screening Date	<input type="text"/>	Vision Screening Status	<input type="text"/>
Far R 20/	<input type="text"/>	Far L 20/	<input type="text"/>
Near R 20/	<input type="text"/>	Near L 20/	<input type="text"/>
Administered by	<input type="text"/>	Pass/Fail	<input type="text"/>

ADD VISION SCREENING

## Speech/Language Screening

## New Speech/Language Screening

	Date Administered	Results
Articulation	<input type="text"/>	<input type="text"/>
Language	<input type="text"/>	<input type="text"/>
Fluency	<input type="text"/>	<input type="text"/>
Voice	<input type="text"/>	<input type="text"/>

ADD SPEECH/LANGUAGE SCREENING

## Illness/Hospitalizations

## New Illness/Hospitalization

Date	Summary
<input type="text"/>	<input type="text"/>

ADD ILLNESS/HOSPITALIZATION

## Observation

## Observation #1

Delete Screening:	<input type="checkbox"/> YES
Date of Observation:	<input type="text"/>
Classroom Teacher:	<input type="text"/>
Observer:	<input type="text"/>
Observer's Title:	<input type="text"/>
Number of Teachers Present:	<input type="text"/>
Number of Students:	<input type="text"/>

## Subject Observed (check one subject)

- |                                      |  |  |   |
|--------------------------------------|--|--|---|
| <input type="checkbox"/> Art         | <input type="checkbox"/> Language Arts/Writing | <input type="checkbox"/> Nap time/Quiet time | <input type="checkbox"/> Recess                         |
| <input type="checkbox"/> Center time | <input type="checkbox"/> Library               | <input type="checkbox"/> Outdoor time        | <input type="checkbox"/> Science                        |
| <input type="checkbox"/> Circle time | <input type="checkbox"/> Lunch/Snack           | <input type="checkbox"/> Physical Ed.        | <input type="checkbox"/> Social Studies                 |
| <input type="checkbox"/> Computers   | <input type="checkbox"/> Mathematics           | <input type="checkbox"/> Reading             | <input type="checkbox"/> Transitions between activities |
| <input type="checkbox"/> Free time   | <input type="checkbox"/> Music                 |  |   |

## Learning Situation (check all that apply)

- 3) Click the “Save” button to save information added on the page.
  - a. Click the “Display Section Errors” to show any errors that need to be corrected in red at the top of this page.
  - b. Please note, to delete screenings/observations select the “Delete Screening” Yes checkbox and click the “Delete Screenings” button at the bottom of the screen. The “Delete Screenings” button will prompt the user to make sure the selected screenings/observations should be deleted.

## ***TEAM TAB – IEP TEAM AND CASE MANAGER***

- 1) Hover over the “Student Information” tab in the menu bar and click on “Team” from the “Student Information” menu.

- 2) Within this page users can assign the case manager to the student as well as select the IEP team members. Select a case manager from the dropdown and click “Update the Database” to assign the case manager to the student.

IEP Team Brittany Test

Case Manager: Johnson, Michael ?

Name	Relationship
Clinician Test	Test User
Principal Test	Principal
SueAnn Stalnaker	NC DPI Staff
Mrs & Mrs Test	Both Parents

SELECT IEP TEAM ?

UPDATE THE DATABASE ?

- 3) Click the “Select IEP Team” button to assign other IEP team members to the student’s team. Once necessary members are selected click “Update the Database” to ensure team members have been saved to the student’s record. Check the checkbox in the “View Only” column for those team members who will need access to view the student record but should not be able to edit any of the data within it.

Select IEP Team Members

Brittany Test

Case Manager: Michael Johnson

Parents, etc. who will receive IEP Information:

Parent Name(s)	Relationship
<input checked="" type="checkbox"/> Mrs & Mrs Test	Both Parents
<input type="checkbox"/> Martha Test	Aunt

Other Users at Test School who can access IEP Information:

User Name	View Only?
<input checked="" type="checkbox"/> Test, Clinician, Test User	<input type="checkbox"/>
<input type="checkbox"/> Test, Unsupervised, Unsupervised Clinician	<input type="checkbox"/>
<input type="checkbox"/> Test, Special Ed, Special Education Teacher	<input type="checkbox"/>
<input type="checkbox"/> Test, General Ed, General Education Teacher	<input type="checkbox"/>
<input checked="" type="checkbox"/> Test, Principal, Principal	<input type="checkbox"/>
<input type="checkbox"/> Test, Speech	<input type="checkbox"/>
<input type="checkbox"/> Test, PT	<input type="checkbox"/>

Users associated with all Schools who can access IEP Information:

User Name	View Only?
<input type="checkbox"/> Alhour, Julian, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Blas, Kelley, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Fleger, Lorie, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Herring, Ashley, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Holahan, Lauren, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Hudgens, CarolAnn, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Humphreys, Vicki, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Hussey, Bill, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Jablonski, Amy, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Johnson, Nancy, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Kincaid, Jordan, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Miller, Amy, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> OFarrow, Khalliah, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Ogburn, Erik, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Parker, Quentin, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Ray, Laurie, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Schmidt, Paul, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Sims, Jennifer, NC DPI Staff	<input type="checkbox"/>
<input checked="" type="checkbox"/> Stalnaker, SueAnn, NC DPI Staff	<input type="checkbox"/>
<input type="checkbox"/> Test, Admin, Test User	<input type="checkbox"/>
<input type="checkbox"/> Thomas, Sherry, NC DPI Staff	<input type="checkbox"/>

on this Student's IEP Team who is not a user in this system, you will need to first add that person on the "Parents" page, which allows adding other persons besides parents, e.g. a Student's doctor, c

UPDATE THE DATABASE ?

## CONTACTS TAB

- 1) Hover over the "Student Information" tab in the menu bar and click on "Contacts" from the "Student Information" menu.

STUDENT INFORMATION ▾ EC PROCESS ▾ PLAN OF CARE PRESCHOOL TRANSITION DOCUMENTS

PROFILE  
PERSONAL INFORMATION  
REG. ED./PARENTS/STUDENT  
SCREENINGS & OBSERVATIONS  
TEAM  
ELIGIBILITY  
SPECIAL ED SERVICES  
RELATED SERVICES  
CONTACTS  
NEW ASSESSMENTS  
STUDENT HISTORY

Brittany Test

### Parent Contacts

Person Contacted *	Contact Method *	Contact Date *	Contact Result *	Document *
Mrs & Mrs Test	Email	01/09/2018	Parent contacted - will attend meet ▾	-none yet-

There are no Non Parent Contacts for this Student yet.

UPDATE THE DATABASE ?

ADD A CONTACT ?

- 2) Within this page users can add a contact attempt that was made by clicking the “Add a Contact” or “Add a Non Parent Contact” button. Click the “Details” button to edit a contact log that has already been saved.

Parent Contacts

Brittany Test

### Parent Contacts

Del	Contacting Person *	Person Contacted *	Contact Method *	Contact Date *	Contact Result *	Document *
<input type="checkbox"/>	Michael Johnson	Mrs & Mrs Test	Email	01/09/2018	Parent contacted - will attend meet ▾	-none yet-

There are no Non Parent Contacts for this Student yet.

UPDATE THE DATABASE ?

ADD A CONTACT ?

ADD A NON PARENT CONTACT ?


Add Parent Contact

Brittany Test

Person making contact: Cory Wall \*

Person Contacted: Mrs & Mrs Test \*


Contact Method: Email \*

Contact Date:  

Start Time:   ☐ am ☐ pm

End Time:   ☐ am ☐ pm

Contact Result:  ?

Notes:   ?

UPDATE THE DATABASE

## STUDENT HISTORY TAB

- 1) Hover over the “Student Information” tab in the menu bar and click on “Student History” from the “Student Information” menu.

The screenshot shows the top navigation bar with tabs: STUDENT INFORMATION, EC PROCESS, PLAN OF CARE, PRESCHOOL TRANSITION, and DOCUMENTS. A dropdown menu is open under STUDENT INFORMATION, listing: PROFILE, PERSONAL INFORMATION, REG. ED./PARENTS/STUDENT, SCREENINGS & OBSERVATIONS, TEAM, ELIGIBILITY, SPECIAL ED SERVICES, RELATED SERVICES, CONTACTS, NEW ASSESSMENTS, and STUDENT HISTORY (which is highlighted). The background shows a student record for Brittany Test with a table of dates and a message: "No Events for this Student". Below the message are two green buttons: "UPDATE THE DATABASE" and "VIEW USER ACTIONS".

- 2) Within this page the student’s history of events will display. Users can also choose to view any user actions made to the student’s record.

Student History Erin Test (▲) - TST2342 | 01/02/2008  
Test School | TST

Event ID	Event Date*	Event Type	Begin Date	End Date	User	Document	Date Created	
249	02/07/2018	Notification - IEP			Erin Sanderson	<a href="#">Prior Written Notice (ID# 861)</a>	02/07/2018 19:51 (21 days)	<a href="#">DETAILS</a>
248	02/07/2018	Notification - IEP			Erin Sanderson	<a href="#">Prior Written Notice (ID# 860)</a>	02/07/2018 19:40 (21 days)	<a href="#">DETAILS</a>
234	02/07/2018	Parent Consent			Erin Sanderson	<a href="#">Consent for Eval (ID# 820)</a>	01/31/2018 22:08 (28 days)	<a href="#">DETAILS</a>
244	02/01/2018	Eligibility Determination	02/01/2018	02/01/2021	Erin Sanderson	<a href="#">Eligibility Determination (ID# 845)</a>	02/02/2018 18:57 (26 days)	<a href="#">DETAILS</a>
233	01/30/2018	Referral			Erin Sanderson	<a href="#">Special Education Referral (ID# 823)</a>	01/31/2018 22:07 (28 days)	<a href="#">DETAILS</a>
227	01/30/2018	Grade Change (Third Grade)	01/30/2018		Erin Sanderson		01/30/2018 18:43 (29 days)	<a href="#">DETAILS</a>
226	01/30/2018	School Change (Test School)	01/30/2018		Erin Sanderson		01/30/2018 18:43 (29 days)	<a href="#">DETAILS</a>

- 3) Click “View User Actions” to see the actions taken by users within the student’s record. Fill out the search criteria and select the “Show User Actions” button.

View User-Student Actions Criteria Brittany Test

Please enter the criteria for the User Actions you wish to view:

Begin Date: 12/19/2017	End Date: 01/19/2018
Activity: All	Page: All
All Accesses: <input checked="" type="checkbox"/> List all users who accessed the Student records	Service Logs: <input checked="" type="checkbox"/> Show all services that were logged for the Student
Primary Sort: Date	Secondary Sort: Date

[SHOW USER ACTIONS](#)

## View User-Student Actions

Brittany Test

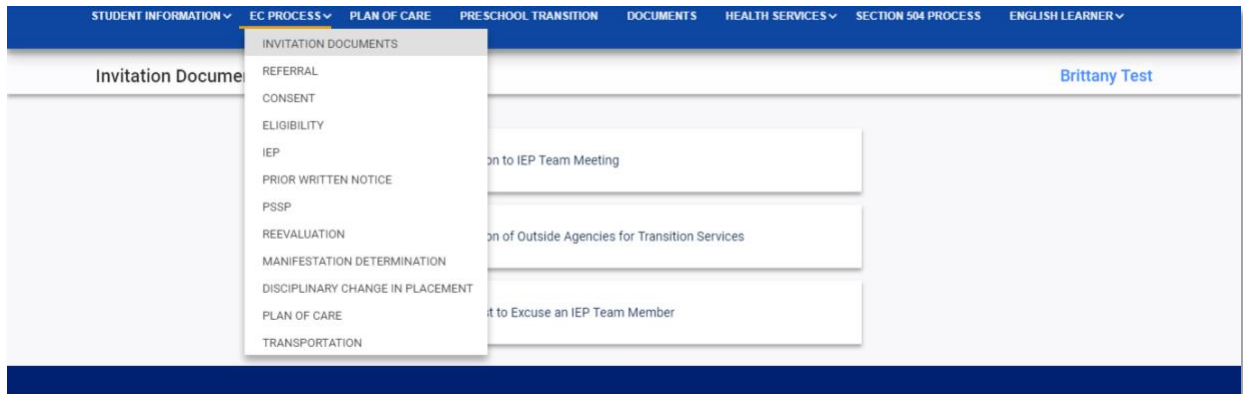
Changes to **Brittany Test's** records between 12/19/2017 and 01/19/2018

User	Date	Type	Category	Action
Michael Johnson	01/12/2018 13:38:53	View	FlexibleInterface	Entered FlexibleInterfacePage50 (EDPlan Student Profile)
Michael Johnson	01/12/2018 13:39:00	View	FlexibleInterface	Entered FlexibleInterfacePage2 (Referral)
Michael Johnson	01/12/2018 13:39:06	Update	StudentCustomData	Modified: REF_ReferralType: (SAR)
Michael Johnson	01/12/2018 13:39:06	View	FlexibleInterfacePage2.htm	Entered FI Section: FlexibleInterfacePage2.htm
Michael Johnson	01/12/2018 13:39:08	View	ReferralInformation.htm	Entered FI Section: ReferralInformation.htm
Michael Johnson	01/12/2018 13:39:19	Update	StudentCustomData	Modified: REF_ReferralDate: (01/11/2018)
Michael Johnson	01/12/2018 13:39:41	Update	StudentCustomData	Modified: REF_ReferralSource: (18) REF_ReferralDate: (01/11/2018)
Michael Johnson	01/12/2018 13:40:14	Update	StudentCustomData	Modified: REF_ReferralSourcePos: (Dad) REF_ReferralSource: (18) REF_ReferralDate: (01/11/2018)
Michael Johnson	01/12/2018 13:41:38	Update	StudentCustomData	Modified: REF_ReferralCopy: (01/23/2018) REF_ReferralSourcePos: (Dad) REF_ReferralTransfer: (No) REF_ReferralDate: (01/11/2018)
Michael Johnson	01/12/2018 13:42:04	View	FlexibleInterface	Entered FlexibleInterfacePage2 (Referral)
Michael Johnson	01/12/2018 13:42:11	View	ReferralInformation.htm	Entered FI Section: ReferralInformation.htm
Michael Johnson	01/12/2018 13:42:38	View	FlexibleInterface	Entered FlexibleInterfacePage2 (Referral)
Michael Johnson	01/12/2018 13:42:41	View	AssessmentSummary.htm	Entered FI Section: AssessmentSummary.htm
Michael Johnson	01/12/2018 14:00:05	View	FlexibleInterface	Entered FlexibleInterfacePage50 (EDPlan Student Profile)

## INVITATION DOCUMENTS TAB

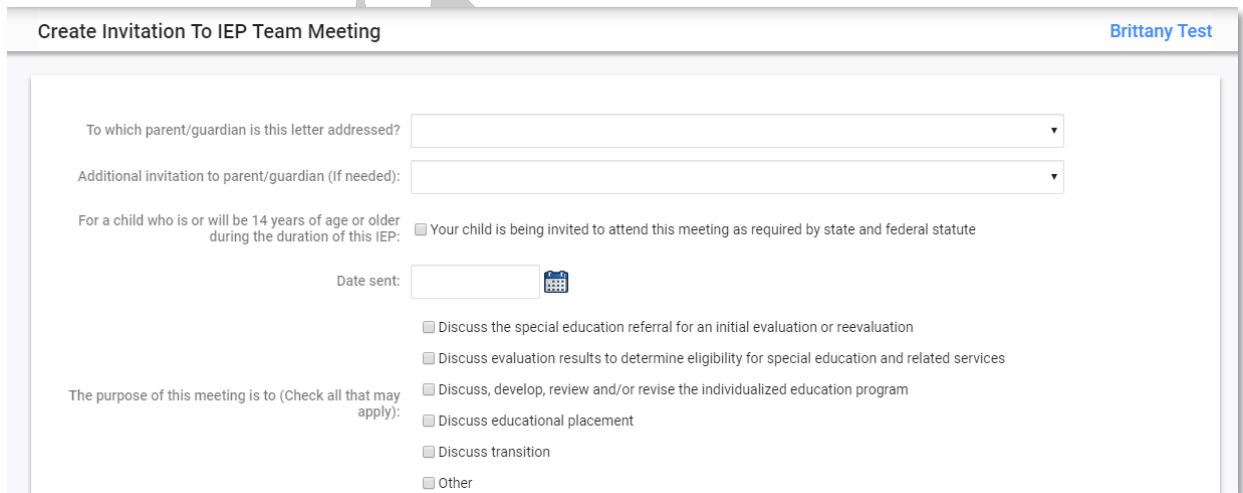
### INVITATION TO IEP TEAM MEETING

- 1) Hover over the EC Process tab in the menu bar and click on “Invitation Documents” from the menu. On the Invitation Documents page, click on the section titled “Invitation to IEP Team Meeting.”



The screenshot shows the top navigation bar with tabs: STUDENT INFORMATION, EC PROCESS, PLAN OF CARE, PRESCHOOL TRANSITION, DOCUMENTS, HEALTH SERVICES, SECTION 504 PROCESS, and ENGLISH LEARNER. The EC PROCESS tab is selected, and a dropdown menu is open showing options: INVITATION DOCUMENTS, REFERRAL, CONSENT, ELIGIBILITY, IEP, PRIOR WRITTEN NOTICE, PSSP, REEVALUATION, MANIFESTATION DETERMINATION, DISCIPLINARY CHANGE IN PLACEMENT, PLAN OF CARE, and TRANSPORTATION. The INVITATION DOCUMENTS option is highlighted. Below the menu, the page title "Invitation Documents" is visible, along with a user name "Brittany Test".


- 2) Fill in the fields on the document creation page including the applicable dates, the meeting participants, and other information. Note that if outside agencies are attending, additional fields will display and dates consent to participate was provided by the parent are required.




The screenshot shows the "Create Invitation To IEP Team Meeting" form. The form includes the following fields and options:

- To which parent/guardian is this letter addressed? (Dropdown menu)
- Additional invitation to parent/guardian (If needed): (Dropdown menu)
- For a child who is or will be 14 years of age or older during the duration of this IEP: ☐ Your child is being invited to attend this meeting as required by state and federal statute
- Date sent: (Text field with calendar icon)
- The purpose of this meeting is to (Check all that may apply):
  - ☐ Discuss the special education referral for an initial evaluation or reevaluation
  - ☐ Discuss evaluation results to determine eligibility for special education and related services
  - ☐ Discuss, develop, review and/or revise the individualized education program
  - ☐ Discuss educational placement
  - ☐ Discuss transition
  - ☐ Other




Meeting date:  

Meeting time:

Meeting place:  

### Participants



 The following required members of the IEP team are expected to attend the meeting (A Request to Excuse Required IEP Team Member(s) has been obtained if any of the below participants are identified as excused)

Required IEP Team Members:

<input type="checkbox"/> LEA Representative	<input type="checkbox"/> Special Education Teacher
<input type="checkbox"/> General Education Teacher	<input type="checkbox"/> Interpreter of Instructional Implications of Evaluation Results
<input type="checkbox"/> Audiologist(s)	<input type="checkbox"/> Physical Therapist(s)
	<input type="checkbox"/> School Counselor

### Other Participant(s):

Are there any outside agencies/community organizations attending the IEP Team meeting?

Agency Name:	Attending to discuss transition services?	Date consent to participate was provided by the parent:
<input type="text"/> 	<input type="text"/>	<input type="text"/>
<input type="text"/> 	<input type="text"/>	<input type="text"/>

- 3) At the bottom of the page, click the “Create Draft Invitation to IEP Team Meeting Document” button.

- 4) Any errors found on the document creation page will display in a red box at the top of the Download Invitation to IEP Team Meeting page. (Users may still view the draft document without correcting these errors, but will not be able to finalize the document.)

Download Invitation To IEP Team MeetingBrittany Test

The following errors have been found on this page:  
 You must select a parent/guardian to whom the invitation is addressed.  
 You must enter the date the invitation was sent.  
 You must select a meeting purpose.  
 You must enter the date the meeting will take place.  
 You must enter the time the meeting will take place.  
 You must enter the location the meeting will take place.  
 You must select at least one IEP Team Member who will attend the meeting.  
 You must indicate whether any outside agencies/community organizations will be attending the IEP Team meeting.

Draft documents are not official documents. They are intended for review only.

Invitation To IEP Team Meeting: [view](#)

BACK

CONTINUE

- a. Click on the “Back” button at the bottom of the page to navigate back to the document creation page to make changes.
- b. Click on the “Continue” button to navigate back to the main Invitation Documents page.
- c. Click on the “view” hyperlink at the bottom to view the draft PDF document in a new browser tab.
- d. Once all errors are corrected and the user is ready to finalize the document, click on the “Create Final Invitation to IEP Team Meeting Document” button at the bottom of the document creation page.

CREATE DRAFT INVITATION TO IEP TEAM MEETING DOCUMENT

CREATE FINAL INVITATION TO IEP TEAM MEETING DOCUMENT

BACK

- e. The link to the created document can be accessed from the bottom of the Invitation to Team Meeting document creation page or from the Documents tab.

Document ID	Date Created	Created By	Document	Status
894	02/22/2018	Jess Bengé	<a href="#">Invitation To IEP Team Meeting</a>	(Draft)
229	12/15/2017	Pranitha Yerra	<a href="#">Invitation To IEP Team Meeting</a>	Final

## INVITATION OF OUTSIDE AGENCIES FOR TRANSITION SERVICES

- 1) Hover over the EC Process tab in the menu bar and click on “Invitation Documents” from the menu. On the Invitation Documents page, click on the section titled “Invitation of Outside Agencies for Transition Services.”

The screenshot shows the ECATS system interface. The top navigation bar includes 'STUDENT INFORMATION', 'EC PROCESS', 'PLAN OF CARE', 'PRESCHOOL TRANSITION', and 'DOCUMENTS'. The 'EC PROCESS' tab is selected, and a dropdown menu is open, showing options: INVITATION DOCUMENTS, REFERRAL, CONSENT, ELIGIBILITY, IEP, PRIOR WRITTEN NOTICE, PSSP, REEVALUATION, MANIFESTATION DETERMINATION, and DISCIPLINARY CHANGE IN PLACEMENT. The 'Invitation Documents' page is visible in the background, showing a section titled 'Invitation of Outside Agencies for Transition Services'.

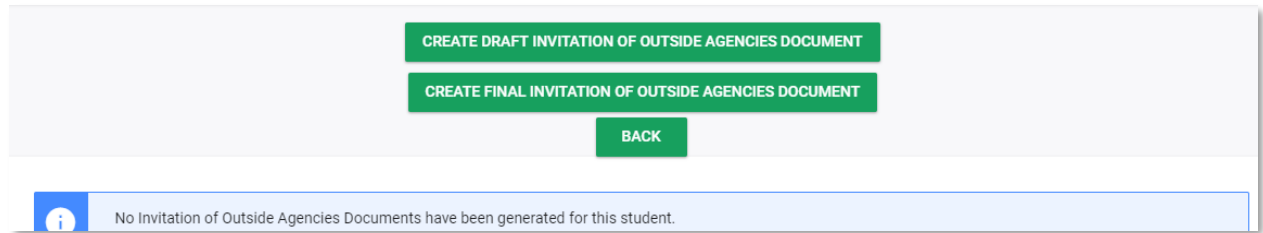
- 2) Fill in the fields on the document creation page. If the user selects that the rights have transferred to the student, the document will be addressed to him/her. If not, select the addressee from the dropdown that will appear.

The screenshot shows the 'Create Invitation of Outside Agencies' form. The top navigation bar includes 'STUDENT INFORMATION', 'EC PROCESS', 'PLAN OF CARE', 'PREK TRANSITION', and 'DOCUMENTS'. The 'EC PROCESS' tab is selected. The form has a title bar 'Create Invitation of Outside Agencies' and a user name 'Brittany Test'. The form contains the following fields:

- 'Have rights outlined in procedural safeguards transferred to the student?' with a dropdown menu.
- 'Date sent:' with a text input field and a calendar icon.
- 'Outside agency participants expected to attend the meeting for the purpose of transition services:' with a table.

Name	Agency
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

- 3) At the bottom of the page, click the “Create Draft Invitation of Outside Agencies Document” button.



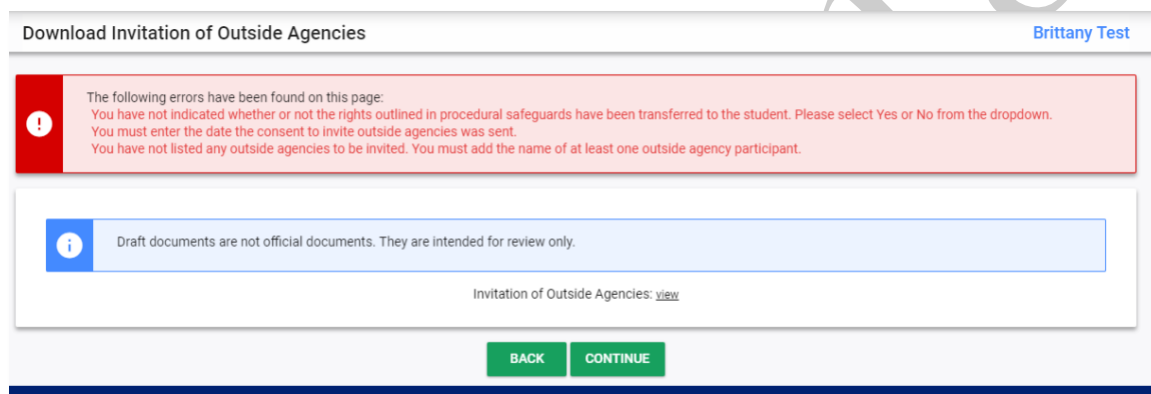
CREATE DRAFT INVITATION OF OUTSIDE AGENCIES DOCUMENT

CREATE FINAL INVITATION OF OUTSIDE AGENCIES DOCUMENT

BACK

No Invitation of Outside Agencies Documents have been generated for this student.

- 4) Any errors found on the document creation page will display in a red box at the top of the Download Invitation of Outside Agencies page. (Users may still view the draft document without correcting these errors, but will not be able to finalize the document.)



Download Invitation of Outside Agencies Brittany Test

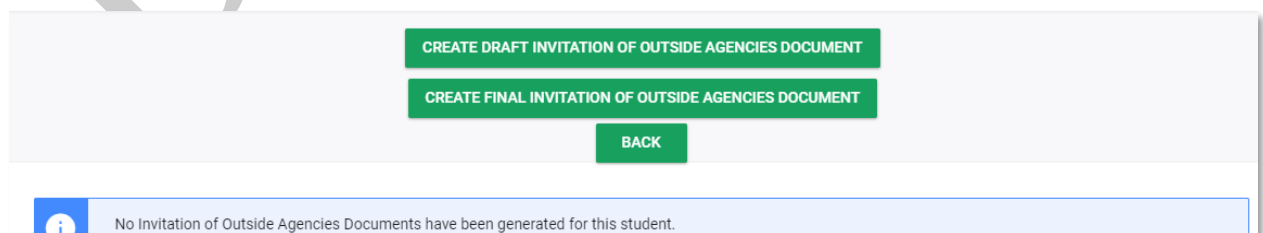
The following errors have been found on this page:  
 You have not indicated whether or not the rights outlined in procedural safeguards have been transferred to the student. Please select Yes or No from the dropdown.  
 You must enter the date the consent to invite outside agencies was sent.  
 You have not listed any outside agencies to be invited. You must add the name of at least one outside agency participant.

Draft documents are not official documents. They are intended for review only.

Invitation of Outside Agencies: [view](#)

BACK CONTINUE

- Click on the “Back” button at the bottom of the page to navigate back to the document creation page to make changes.
- Click on the “Continue” button to navigate back to the main Invitation Document page.
- Click on the “view” hyperlink at the bottom to view the draft PDF document in a new browser tab.
- Once all errors are corrected and the user is ready to finalize the document, click on the “Create Final Invitation of Outside Agencies Document” button at the bottom of the document creation page.



CREATE DRAFT INVITATION OF OUTSIDE AGENCIES DOCUMENT

CREATE FINAL INVITATION OF OUTSIDE AGENCIES DOCUMENT

BACK

No Invitation of Outside Agencies Documents have been generated for this student.

- The link to the created document can be accessed from the bottom of the Invitation of Outside Agencies document creation page or from the Documents tab.

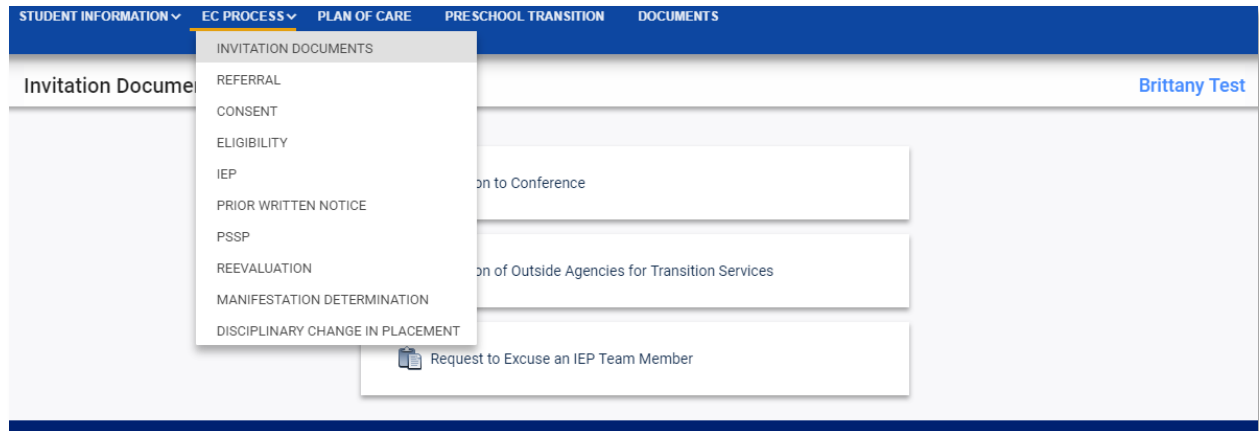
[BACK](#)

## Invitation of Outside Agencies Documents

Document ID	Date Created	Created By	Document	Status
25	11/17/2017	Jess Bengt	<a href="#">Invitation of Outside Agencies</a>	(Draft)

## REQUEST TO EXCUSE AN IEP TEAM MEMBER

- 1) Hover over the EC Process tab in the menu bar and click on “Invitation Documents” from the menu. On the Invitation Documents page, click on the section titled “Request to Excuse an IEP Team Member.”



- 2) Fill in the fields on the document creation page.

A screenshot of the 'Create Request to Excuse an IEP Team Member' form. The title bar shows 'Create Request to Excuse an IEP Team Member' and the user 'Brittany Test'. The form is titled 'Request To Excuse Required IEP Team Members'. It contains the following fields: 'Date sent:' with a date picker set to '12/22/2017'; 'Have rights outlined in procedural safeguards transferred to the student?' with a dropdown menu set to 'No'; 'Dear:' with a dropdown menu. Below these are two sections for selecting team members. The first section is titled 'The following required members of the IEP team will not attend the meeting; however, they will participate by providing written input to all team members prior to the meeting:' and includes checkboxes for 'LEA Representative', 'General Education Teacher(s) of the Student', 'Special Education Provider(s) of the Student', and 'Interpreter of Instructional Implications of Evaluation Results'. The second section is titled 'The following required members of the IEP team will not attend the meeting because their curriculum area is not being discussed:' and includes the same four checkboxes.

- 3) At the bottom of the page, click the “Create Draft Request to Excuse an IEP Team Member Document” button.

A screenshot of the bottom of the form. It features three green buttons: 'CREATE DRAFT REQUEST TO EXCUSE AN IEP TEAM MEMBER DOCUMENT', 'CREATE FINAL REQUEST TO EXCUSE AN IEP TEAM MEMBER DOCUMENT', and a 'BACK' button.

- 4) Any errors found on the document creation page will display in a red box at the top of the Download Request to Excuse an IEP Team Member page. (Users may still view the draft document without correcting these errors, but will not be able to finalize the document.)

Download Request to Excuse an IEP Team Member
Brittany Test

The following errors have been found on this page:  
You have indicated that the rights outlined in procedural safeguards have not been transferred to the student, but you have not selected a parent or guardian to address the request to. Please select a parent/guardian from the dropdown.  
You have not selected any IEP Team Members to excuse. Please select at least one IEP Team Member who will not attend the meeting.

Draft documents are not official documents. They are intended for review only.

Request to Excuse an IEP Team Member: [view](#)

BACK

CONTINUE

- Click on the “Back” button at the bottom of the page to navigate back to the document creation page to make changes.
- Click on the “Continue” button to navigate back to the main Invitation Document page.
- Click on the “view” hyperlink at the bottom to view the draft PDF document in a new browser tab.
- Once all errors are corrected and the user is ready to finalize the document, click on the “Create Final Request to Excuse an IEP Team Member” button at the bottom of the document creation page.

CREATE DRAFT REQUEST TO EXCUSE AN IEP TEAM MEMBER DOCUMENT

CREATE FINAL REQUEST TO EXCUSE AN IEP TEAM MEMBER DOCUMENT

BACK

- The link to the created document can be accessed from the bottom of the Request to Excuse an IEP Team Member document creation page or from the Documents tab.

Document ID	Date Created	Created By	Document	Status
896	02/22/2018	Jess Bengé	<a href="#">Request to Excuse an IEP Team Member</a>	(Draft)
314	12/18/2017	Pranitha Yerra	<a href="#">Request to Excuse an IEP Team Member</a>	Final

## REFERRAL PROCESS TAB

- 1) Hover over the EC Process tab in the menu bar and click on “Referral” from the dropdown menu. On the Referral Process page, users will see the links for each section in the process. Select the type of referral being completed for the student from the dropdown at the top (either School Age Referral or Pre-K Referral.) This will determine which sections appear below. If there is no data entered in any of the sections, the compliance check marks will appear clear. As data is entered and saved in each section, the check marks will change to green check marks (all error checks are met) or red X signs (there are errors within that section that need to be addressed before a final document can be created.)

The screenshot shows the ECATS application interface. The top navigation bar includes 'MAIN MENU', 'STUDENTS', 'WIZARDS', 'PROGRESS MONITORING', 'MY ACCOUNT', 'REPORTING', 'EARLY WARNING SYSTEM', 'GROUPS', and 'ADMIN'. Below this, a secondary bar shows 'STUDENT INFORMATION', 'EC PROCESS', 'PLAN OF CARE', 'PRESCHOOL TRANSITION', and 'DOCUMENTS'. The 'EC PROCESS' dropdown menu is open, displaying a list of options: INVITATION DOCUMENTS, REFERRAL, CONSENT, ELIGIBILITY, IEP, PRIOR WRITTEN NOTICE, PSSP, REEVALUATION, MANIFESTATION DETERMINATION, DISCIPLINARY CHANGE IN PLACEMENT, and PLAN OF CARE. The 'Referral' option is selected. The main content area is titled 'Referral' and shows a dropdown for 'Referral most appropriate for Jordan Test:'. Below this, there are four sections, each with a green checkmark: 'Referral Information', 'Consent Summary', 'Assessment Review', and 'Reason for Referral'.

- 2) Click on the first section in the process, “Referral Information.” Fill in the referral date, the referral source, the title/position of the referral source and the other applicable information.



Referral Information Jordan Test

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Ref

Referral Information

Referral Date:

Referral Source:

Referral Source Position:

Case Manager: Test Test TT

- 3) At the bottom of the page, click the “Save and Continue” button. Any errors found in this section will display in a red box at the top of the page.

Referral Information Jordan Test

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The following errors have been found on this page:

- You must indicate the date the referral was made.
- You must include a referral source.
- You must indicate the position of the referral source.
- You must indicate which parent/guardian/student the referral was sent to.
- You must indicate when a copy of the referral was sent to the parent/guardian/student.
- You must indicate whether the student is transferring from another state with a current IEP.

- 4) If there are no errors on the page, users will be brought to the “Assessment Summary” section. Click on the “Add Assessment(s)” button to add assessments to the table. Note that existing data is entered here as well as data gathered after the evaluation plan is completed.

Assessment Summary Jordan Test

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Del	Pos	New Pos	Date	Assessment Area	Assessment	Subject Area	Scores Reported	Actions
<input type="checkbox"/>	1	<input type="text"/>	11/29/2017	Adaptive Beha	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	General Adaptive Composite (GAC)	Std Score	<a href="#">DETAILS</a> <a href="#">LOG</a>
<input type="checkbox"/>	2	<input type="text"/>	11/29/2017	Audiological	Test Custom Assessmen	Test Area	Grade Equiv quotient	<a href="#">DETAILS</a> <a href="#">LOG</a>

ADD ASSESSMENT(S)

ADD MULTIPLE ASSESSMENT(S)

BACK

SAVE

SAVE & CONTINUE >>

- 5) Select the Assessment Area and the Assessment name from the dropdowns. Based on the assessment selected, the Subject Area and the Scores Reported associated with that assessment will populate. Add comments in the Comments text box provided.

Add Assessments Jordan Test

Assessments
Custom Assessments

Assessment Area	Assessment	Subject Area	Score(s) Reported	Comments
Speech/Language	Adaptive Behavior - Adaptive E	Conceptual	<input checked="" type="checkbox"/> Std Score <input type="checkbox"/> Age Equiv <input type="checkbox"/> Grade Equiv <input type="checkbox"/> Percentile <input type="checkbox"/> # Errors <input type="checkbox"/> Stanine <input type="checkbox"/> Quotient <input type="checkbox"/> t score <input type="checkbox"/> Narrative	<input type="text" value="comments"/>

- 6) If users do not see the assessment they are looking for in the Assessment dropdowns, users may add a custom assessment via the Custom Assessments tab. This table will allow users to manually type in the assessment information.

Add Assessments Jordan Test

Assessments
Custom Assessments

Custom Assessment	Subject Area	Score(s) Reported	Comments
		<input type="checkbox"/> Std Score <input type="checkbox"/> # Errors <input type="checkbox"/> Age Equiv <input type="checkbox"/> stanine <input type="checkbox"/> Grade Equiv <input type="checkbox"/> quotient <input type="checkbox"/> Percentile <input type="checkbox"/> text desc.	

- 7) Click the “Save and Continue” button at the bottom of the page and users will be brought back to the Assessment Summary page. The assessments added will be added to the table, and manually type in the date, or select a date via the calendar icon for that assessment. Delete the assessment by selecting the checkbox next to it and clicking the “Save” button at the bottom of the page.

Assessment Summary
Jordan Test

Del	Pos	New Pos	Date	Assessment Area	Assessment	Subject Area	Scores Reported	Actions
<input type="checkbox"/>	1		11/29/2017	Adaptive Beha	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	General Adaptive Composite (GAC)	Std Score	<a href="#">DETAILS</a> <a href="#">LOG</a>
<input checked="" type="checkbox"/>	3			Speech/Langu	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	Conceptual	Std Score	<a href="#">DETAILS</a> <a href="#">LOG</a>

ADD ASSESSMENT(S)

ADD MULTIPLE ASSESSMENT(S)

BACK

SAVE

SAVE & CONTINUE >>

- 8) Add multiple assessments by selecting the “Add Multiple Assessments” button. Select a category from the Assessment Category dropdown and users will see the assessments associated with that category populate below. Select one or multiple and click the “Add Area(s) and Score(s)” button.
- Note: to quickly find key assessments, press the buttons “Ctrl”+“F” on the keyboard for PC (“Command”+“F” for MAC). This will open up the browser’s find function, to type in the name.

Add Multiple Assessments
Jordan Test

Assessment Category: Special Education

Assessments:

☒ Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form
☐ TEST ITEM

☐ Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Teacher Form

BACK


ADD AREA(S) AND SCORE(S) >>

- 9) Fill in the information associated with the assessments selected on that page. Use the “+” button to add information about subsequent assessments.

**Add Multiple Assessments** Jordan Test

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☒ Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form

Date Administered:   Assessment Area:

Subject Areas: ☐ General Adaptive Composite (GAC) ☐ Social ☐ Conceptual ☐ Practical

☐ Std Score ☐ Percentile ☐ Quotient


Scores Reported: ☐ Age Equiv ☐ # Errors ☐ t score

☐ Grade Equiv ☐ Stanine ☐ Narrative


- 10) Once all the assessments are added, click the “Save and Continue” button at the bottom of the page. If there are no errors on the page, users will be brought to the “Student Strengths” section. This page allows users to type in data regarding the student’s strengths in each area. All areas must be addressed.


**Student Strengths** Jordan Test

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 Describe the student's strengths in the following areas:

I. Discussion of Student's Strengths (Must address all areas)

Reading:  

Math:  

- 11) Click “Save and Continue” on the “Student Strengths” page. If there are no errors on the page, users will be brought to the “Review of Existing Data” section. This page is made up of a series of expand/collapse tables that allow users to add and remove data applicable to the referral process for the student.

Data is only entered in the below review of existing data fields if it is existing prior to referral. This information can otherwise be obtained through the evaluation plan once consent is obtained.

**II. Review of Existing Data by IEP Team Members (Must address all areas)**

<div style="display: flex; justify-content: space-between; align-items: center;"> <span>▣ Results of Local and State Assessment Data</span> <span style="color: #007bff; text-decoration: none;">ADD/REMOVE EXISTING DATA</span> </div>
<div style="display: flex; justify-content: space-between; align-items: center;"> <span>▣ Past and Current Grades</span> <span style="color: #007bff; text-decoration: none;">ADD/REMOVE EXISTING DATA</span> </div>
<div style="display: flex; justify-content: space-between; align-items: center;"> <span>▣ Interventions</span> <span style="color: #007bff; text-decoration: none;">ADD/REMOVE EXISTING DATA</span> </div>
<div style="display: flex; justify-content: space-between; align-items: center;"> <span>▣ Formal Evaluation Results</span> <span style="color: #007bff; text-decoration: none;">ADD/REMOVE EXISTING DATA</span> </div>

- 12) To expand a table, click on the “+” button. Users will see fields where data applicable to that area can be added. If no data is available for that particular area, users can check the “No data is available for this area” checkbox. Click on the “Add/Remove Existing Data” button to add data from other sources.

**II. Review of Existing Data by IEP Team Members (Must address all areas)**

<div style="display: flex; justify-content: space-between; align-items: center;"> <span>▣ Results of Local and State Assessment Data</span> <span style="color: #007bff; text-decoration: none;">ADD/REMOVE EXISTING DATA</span> </div> <div style="padding: 10px;"> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">Narrative:</div> <div style="border: 1px solid #ccc; flex-grow: 1; min-height: 40px;"></div> <div style="margin-left: 5px; align-self: center;"> </div> </div> <div style="text-align: center; margin-top: 10px;"> <input type="checkbox"/> No data is available for this area </div> </div>
<div style="display: flex; justify-content: space-between; align-items: center;"> <span>▣ Past and Current Grades</span> <span style="color: #007bff; text-decoration: none;">ADD/REMOVE EXISTING DATA</span> </div>

- 13) After clicking on the “Add/Remove Existing Data” button for a particular table, users will be brought to another page with expand/collapse sections where users can add Assessments, Attendance, Grades, and Progress Track data, if available. Click on the plus/minus signs to expand and collapse each table. Click the “Save and Continue” button to be brought back to the “Review of Existing Data” page.
- a. Note: that to stay in compliance, any assessments conducted for the purposes of making a referral determination (including observations, hearing screenings, and vision screenings) cannot be conducted without informed consent.

Add Assessment
Jordan Test

Add Assessment(s)

Add	Assessment(s)	Date
<input checked="" type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	11/29/2017
<input checked="" type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	01/03/2018
<input type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	01/10/2018

Add Attendance

Add Grades

- 14) Click the “Save and Continue” button and if there are no errors on the page, users will be brought to the “Assessment Review” section. Users will see all of the assessment areas, and will be able to select assessments for each of the areas determined on the “Assessment Summary” section in the process.

Assessment Review
Jordan Test

*i*
Ref Info

Assessment Area	Summary of Required Screenings and Evaluations	Select Assessment(s)
Adaptive Behavior	<ul style="list-style-type: none"> <li>Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form</li> </ul>	SELECT ASSESSMENT(S)
Audiological		SELECT ASSESSMENT(S)
Braille Skills Inventory/Learning Media Assessment		SELECT ASSESSMENT(S)
Functional Vision Assessment		SELECT ASSESSMENT(S)
Educational		SELECT ASSESSMENT(S)
Intervention(s)		SELECT ASSESSMENT(S)

- 15) Click the “Select Assessments” button to add assessments to each area. The available assessments (added from the “Assessment Summary” page) will display as checkboxes. If no assessments were added to a specific assessment area on the “Assessment Summary” page, no assessments will display. Click the checkbox to select the assessment, and click the “Save and Continue” button. The assessment(s) selected will then be added to the table on the “Assessment Review” page.

Add Assessment
Jordan Test

Select	Assessment	Assessment Area	Date	Subject Area
<input checked="" type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	Adaptive Behavior	11/29/2017	General Adaptive Composite (GAC)

BACK
SAVE & CONTINUE >>

- 16) Repeat these steps for each applicable Assessment Area. Click “Save and Continue” on the “Assessment Review” page once finished with the applicable areas. If there are no errors on the page, users will be brought to the “Reason for Referral” section. On this page, users can enter data into the textbox for the targeted area(s) of need.

Reason for Referral
Jordan Test

III. Reason(s) for Referral/Areas of Suspected Need

Based on the existing available data, the following targeted areas of academic, behavioral, and/or functional need are noted by the team:

Targeted Areas of Need:

BACK
SHOW SECTION
SAVE
SAVE & CONTINUE >>

- 17) Click “Save and Continue” on the “Reason for Referral” page. If there are no errors on the page, users will be brought to the “IEP Team Determination” section. On this page, users can select the Areas of Suspected Disability by selecting from the dropdowns. Three dropdowns display; if the student has more than three areas of suspected disability, users can click the “Add” button to add additional dropdowns. Users can also indicate the IEP Team determination on this page.

IEP Team Determination
Jordan Test

Areas of Suspected Disability ADD

Area 1:

Area 2:

Area 3:

ARE ALL AREAS MET FOR ELIGIBILITY DETERMINATION?

IV. IEP Team Determination (Select One)

Based upon the previous existing data, the evidence does not support a suspected disability. Therefore, an evaluation will not be conducted. The special education

- 18) Clicking the “Are All Areas Met for Eligibility Determination” button will provide a message that indicates whether or not all areas have been met for eligibility determination for the specific disability(ies) selected. Based on the IEP Team Determination, if an evaluation is not needed, an explanation in the text box below that option will be a required field.

IEP Team Determination

Jordan Test

Yes, based upon identified Area(s) of Suspected Disability, the minimally required assessment area(s) have been addressed. Please consider if the level of detail is sufficient or if additional information is needed.

Areas of Suspected Disability

ADD

Area 1: Traumatic Brain Injury (TB)

Area 2:

Area 3:

ARE ALL AREAS MET FOR ELIGIBILITY DETERMINATION?

IV. IEP Team Determination (Select One)

Based upon the review of existing data, the evidence does not support a suspected disability. Therefore, an evaluation will not be conducted. The special education process ends.

Explain decision not to evaluate (to be included as part of refusal documentation on the Prior Written Notice)

Explanation:

Eligibility for special education and related services is being determined by existing evaluation data made available to the IEP Team through the Special Education Referral. NO additional evaluation(s) are needed to determine eligibility.

Explanation:

Note: Assessment information and evaluation data used to make this determination can be found on the assessment summary page. (Note: this data must meet the requirements of the eligibility worksheet(s)) Note: To use this option, existing data must consist of all components required for eligibility by NC Policies Governing Services for Children with Disabilities. The IEP Team completes the Eligibility Worksheet(s), Eligibility Report, Prior Written Notice, develops/proposes an IEP and obtains Consent for the Provision of Services. Provide the parent/guardian/student a copy of each document and the Parents Rights and Responsibilities in Special Education: Notice of Procedural Safeguards.

Conduct an initial evaluation, eligibility cannot be determined by the review of existing data.

Note: Obtain parent/guardian/student consent for the evaluation plan. Once provided, all requested evaluations on the evaluation plan must be completed. The team must reconvene to determine to determine eligibility and develop an IEP or PSSP if appropriate. If consent for evaluation is not given, the referral process ceases.

19) Once users have completed the data fields on the “IEP Team Determination” page, click the “Save and Continue” button. If there are no errors on the page, users will be brought to either the Evaluation Plan page or “Create Draft/Create Final” section.

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Page 44



- 20) If applicable, the Evaluation Plan page allows users to select evaluations that are needed based upon the student's suspected area of disability and the IEP Team determination. Check the appropriate boxes and then click "Save and Continue".

Screenings and Evaluations

Screening(s)/Evaluation(s) Needed:

<input type="checkbox"/> *Review of educational history/records	<input type="checkbox"/> Behavioral/Emotional Evaluation	<input type="checkbox"/> Medical Evaluation	<input type="checkbox"/> Progress Monitoring
<input type="checkbox"/> *Review of existing data	<input type="checkbox"/> Braille Skills Inventory and/or Media Assessment	<input type="checkbox"/> Motor Evaluation	<input type="checkbox"/> Psychological evaluation
<input type="checkbox"/> *Review of existing data/Rtl documentation of problem-solving	<input type="checkbox"/> Braille Skills Inventory/Learning Media Assessment	<input type="checkbox"/> Motor Screening	<input type="checkbox"/> Social/Developmental History
<input type="checkbox"/> *Summary of Conference(s) with parents	<input type="checkbox"/> Educational evaluation	<input type="checkbox"/> Observation	<input type="checkbox"/> Speech-language screening
<input type="checkbox"/> Adaptive Behavior Evaluation	<input type="checkbox"/> Functional Vision Assessment	<input type="checkbox"/> Ophthalmological or optometric evaluation	<input type="checkbox"/> Speech-Language/Communication Evaluation
<input type="checkbox"/> Assessment/behavior rating tool specific to Autism	<input type="checkbox"/> Health Screening	<input type="checkbox"/> Otological evaluation	<input type="checkbox"/> Vocational Evaluation
<input type="checkbox"/> Audiological Evaluation			

BACK SHOW SECTION SAVE SAVE & CONTINUE >>

- 21) On this page, users can select the meeting dates and the meeting participants. Click the "Excused" check box next to the participant's name to indicate that they are excused from the meeting.

Create Draft/Create Final Jordan Test

Meeting Date:

Team Members

The following team members were in attendance: (A Request to Excuse Required IEP Team Member(s) has been obtained if any of the below participants are identified as excused):

LEA Representative:  ☐ Excused

Special Education Teacher:  ☐ Excused

Regular Education Teacher:  ☐ Excused

- 22) At the bottom of the page is a button to create a draft document. Drafts can be created while there are still errors within the process; final documents cannot be created until all errors are corrected. Once the process is free of errors, the "Create Final" button will display, allowing the user to create a final document and the associated referral event. Once finalized, the 90 day timeline compliance symbol will begin displaying based upon the date referred entered at the beginning of the referral process.

Explanation of team participants/absence of participants (if needed):

[CREATE DRAFT DOCUMENT](#)  
[CREATE FINAL DOCUMENT](#)  

[BACK](#)
[SAVE](#)
[SAVE & CONTINUE >>](#)

- 23) Created documents can be viewed by clicking on the hyperlink for the document at the bottom of the Create Draft/Create Final (i.e. where the “Create Draft Document” and “Create Final Document” buttons are) page and on the Documents tab.

Special Education Referral Documents				
Document ID	Date Created	Created By	Document	Status
631	01/22/2018	Jess Bengé	<a href="#">Special Education Referral</a>	(Draft)

## CONSENT TAB – CONSENT TO EVALUATE

- 1) Hover over the EC Process tab in the menu bar and click on “Consent” from the menu. On the Consent page, click on the section for “Create Consent to Evaluate.”

STUDENT INFORMATION EC PROCESS PLAN OF CARE PRESCHOOL TRANSITION DOCUMENTS

**Consent**

Use this page if the following fields appear on the consent form:

- INVITATION DOCUMENTS
- REFERRAL
- CONSENT**
- ELIGIBILITY
- IEP
- PRIOR WRITTEN NOTICE
- PSSP
- REEVALUATION
- MANIFESTATION DETERMINATION
- DISCIPLINARY CHANGE IN PLACEMENT

guardian/student consent. Once a final document is created, response information can be submitted in the

meeting was held on:

**Consent to Evaluate**

[CREATE CONSENT TO EVALUATE](#)

Use the link directly above to create a final parent/guardian/student Consent to Evaluate document. Then submit the response information in the fields directly below.

- 2) Fill in the fields on the document creation page.

- a. Note: Areas where consent to evaluate are being collected are indicated as part of the evaluation plan on the referral document. Check the list of areas displaying to ensure it is consistent with selections made.


Consent for Evaluation/Reevaluation Aimee Test

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Consent for Evaluation/Reevaluation Data

To which parent/guardian/student is this consent addressed?

Meeting Purpose:

A copy was given/sent on:  


- 3) At the bottom of the page, click the “Create Draft Document” button.


[CREATE DRAFT DOCUMENT](#)  
[CREATE FINAL DOCUMENT](#)  
[SAVE DATA AND RETURN TO CONSENT PAGE](#)

- 4) Any errors found on the document creation page will display in a red box at the top of the Download Consent for Evaluation page. (Users may still view the draft document without correcting these errors, but users will not be able to finalize the document.) Click on the “Back” button at the bottom of the page to navigate back to the document creation page to make changes. Click on the “Continue” button to navigate back to the main Consent page. Click on the “view” hyperlink at the bottom to view the draft PDF document in a new browser tab.

Download Consent for Eval Jordan Test

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 The following errors have been found on this page:  
You must select a parent/guardian to whom the consent is addressed.  
You must select a meeting purpose.  
You must enter the date the copy was given/sent.

 Draft documents are not official documents. They are intended for review only.

Consent for Eval: [view](#)

[BACK](#) [CONTINUE](#)

- 5) Once all errors are corrected and users are ready to finalize the document, click on the “Create Final Document” button at the bottom of the document creation page.

CREATE DRAFT DOCUMENT

CREATE FINAL DOCUMENT

SAVE DATA AND RETURN TO CONSENT PAGE

- 6) The section to the created document can be accessed from the bottom of the Consent for Evaluation/Reevaluation document creation page or from the Documents tab.

SAVE DATA AND RETURN TO CONSENT PAGE

Consent for Eval - DEC 2 Documents

Document ID	Date Created	Created By	Document	Status
84	01/19/2018	Cory Wall	<a href="#">Consent for Eval - DEC 2</a>	(Draft)

- 7) After a final Consent to Evaluate has been created, and once the parent has returned the document, return to the Consent process. Enter the required consent information and click “Submit Consent to Evaluate Response”.

Consent to Evaluate CREATE CONSENT TO EVALUATE

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Use the link directly above to create a final parent/guardian/student Consent to Evaluate document. Then submit the response information in the fields directly below.

Initial or Reeval? ☐ Initial ☐ Reeval

Parent/Guardian/Student Consent to Evaluate Response:

Parent/Guardian/Student Consent to Evaluate Date Signed: 

📅

SUBMIT CONSENT TO EVALUATE RESPONSE

## ELIGIBILITY PROCESS TAB

- 1) Hover over the EC Process tab in the menu bar and click on “Eligibility” from the menu. On the Eligibility Determination page, users will see the links for each section in the process.
  - a. If there is no data entered in any of the sections, the compliance check marks will appear clear.
  - b. As data is entered and saved in each section, the check marks will change to green check marks (all error checks are met) or red X signs (there are errors within that section that need to be addressed before a final document can be created.) Note: a red X for a process step DOES NOT indicate that the record is out of compliance. It means the step is not complete.

STUDENT INFORMATION ▾ EC PROCESS ▾ PLAN OF CARE PRESCHOOL TRANSITION DOCUMENTS

Eligibility Determination

Jordan Test

INVITATION DOCUMENTS

REFERRAL

CONSENT

ELIGIBILITY

IEP

PRIOR WRITTEN NOTICE

PSSP

REEVALUATION

MANIFESTATION DETERMINATION

DISCIPLINARY CHANGE IN PLACEMENT

Purpose and Suspected Disability ✓

Assessment Review ✓

Eligibility Worksheets ✓

Eligibility Determination ✓

- 2) Click on the first section in the process, “Meeting Purpose and Suspected Disability.” Select the meeting purpose and the areas of suspected disability from the dropdown options. Three dropdowns populate for “Area(s) of Suspected Disability.” If it is necessary to add more than three, save the selections, click the “Add Area” button.

Meeting Purpose and Suspected Disability

Jordan Test

Student Information

Student Name: Jordan Test

Student ID: JORDANTEST12

School: Test School

Grade: Second Grade

DOB: 11/04/2007

Meeting Purpose

Area(s) of Suspected Disability:

ADD AREA

- 3) At the bottom of the page, click the “Save and Continue” button. Any errors found in this section will display in a red box at the top of the page.

Meeting Purpose and Suspected DisabilityJordan Test

The following errors have been found on this page:  
 You must select the meeting purpose.  
 You must indicate at least one area of disability suspected.

Student Information

Student Name: Jordan Test

Student ID: JORDANTEST12

DOB: 11/04/2007

School: Test School

Grade: Second Grade

Meeting Purpose

- 4) If there are no errors on the page, users will be brought to the “Assessment Summary” section. Click on the “Add Assessment(s)” button to add assessments to the table.

Assessment SummaryJordan Test

Del	Pos	New Pos	Date	Assessment Area	Assessment	Subject Area	Scores Reported	Actions
<input type="checkbox"/>	1		11/29/2017	Adaptive Beha	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	General Adaptive Composite (GAC)	Std Score	<div>DETAILS</div> <div>LOG</div>
<input type="checkbox"/>	2		11/29/2017	Audiological	Test Custom Assessmen	Test Area	Grade Equiv quotient	<div>DETAILS</div> <div>LOG</div>

ADD ASSESSMENT(S)

ADD MULTIPLE ASSESSMENT(S)

BACK

SAVE

SAVE & CONTINUE >>

- 5) Select the Assessment Area and the Assessment name from the dropdowns. Based on the assessment selected, the Subject Area and the Scores Reported associated with that assessment will populate. Add comments in the Comments text box provided.

Add Assessments Jordan Test

Assessments Custom Assessments

Assessment Area	Assessment	Subject Area	Score(s) Reported	Comments
Speech/Language	Adaptive Behavior - Adaptive E	Conceptual	<input checked="" type="checkbox"/> Std Score <input type="checkbox"/> Age Equiv <input type="checkbox"/> Grade Equiv <input type="checkbox"/> Percentile <input type="checkbox"/> # Errors <input type="checkbox"/> Stanine <input type="checkbox"/> Quotient <input type="checkbox"/> t score <input type="checkbox"/> Narrative	<input type="text" value="comments"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>

- 6) If the assessment needed is not found in the Assessment dropdowns, users may add a custom assessment via the Custom Assessments tab. This table will allow users to manually type in the assessment information.

Add Assessments Jordan Test

Assessments Custom Assessments

Custom Assessment	Subject Area	Score(s) Reported	Comments
<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Std Score <input type="checkbox"/> # Errors <input type="checkbox"/> Age Equiv <input type="checkbox"/> stanine <input type="checkbox"/> Grade Equiv <input type="checkbox"/> quotient <input type="checkbox"/> Percentile <input type="checkbox"/> text desc.	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Std Score <input type="checkbox"/> # Errors <input type="checkbox"/> Age Equiv <input type="checkbox"/> stanine <input type="checkbox"/> Grade Equiv <input type="checkbox"/> quotient	<input type="text"/>

- 7) Click the “Save and Continue” button at the bottom of the page and users will be brought back to the Assessment Summary page.
- The assessments added will be populated to the table, and then users can manually type in the date, or select a date via the calendar icon for that assessment.
  - Delete the assessment by selecting the checkbox next to it and clicking the “Save” button at the bottom of the page.

Assessment Summary Jordan Test

i

Del	Pos	New Pos	Date	Assessment Area	Assessment	Subject Area	Scores Reported	Actions
<input type="checkbox"/>	1	<input type="text"/>	11/29/2017	Adaptive Beha	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	General Adaptive Composite (GAC)	Std Score	<a href="#" style="background-color: #28a745; color: white; padding: 2px 5px; border-radius: 3px;">DETAILS</a> <a href="#" style="background-color: #28a745; color: white; padding: 2px 5px; border-radius: 3px;">LOG</a>
<input checked="" type="checkbox"/>	3	<input type="text"/>		Speech/Langu	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	Conceptual	Std Score	<a href="#" style="background-color: #28a745; color: white; padding: 2px 5px; border-radius: 3px;">DETAILS</a> <a href="#" style="background-color: #28a745; color: white; padding: 2px 5px; border-radius: 3px;">LOG</a>

[ADD ASSESSMENT\(S\)](#)
[ADD MULTIPLE ASSESSMENT\(S\)](#)

[BACK](#)
[SAVE](#)
[SAVE & CONTINUE >>](#)

- 8) Add multiple assessments by selecting the “Add Multiple Assessments” button.
- Select a category from the Assessment Category dropdown and users will see the assessments associated with that category populate below.
  - Select one or multiple and click the “Add Area(s) and Score(s)” button.
  - Note: if you need to quickly find key assessments, press the buttons “Ctrl”+“F” on the keyboard for PC (“Command”+“F” for MAC). This will open up the browser’s find function where users can type in the name.

Add Multiple Assessments Jordan Test

Assessment Category: Special Education

Assessments:
 

☒ Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form  
☐ Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Teacher Form

☐ TEST ITEM

[BACK](#)
[ADD AREA\(S\) AND SCORE\(S\) >>](#)

- 9) Users can fill in the information associated with the assessments selected on that page.



Add Multiple Assessments
Jordan Test

Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form

Date Administered:

Assessment Area:

Subject Areas:
☐ General Adaptive Composite (GAC)
☐ Social
☐ Conceptual
☐ Practical

☐ Std Score
☐ Percentile
☐ Quotient

Scores Reported:
☐ Age Equiv
☐ # Errors
☐ t score
☐ Grade Equiv
☐ Stanine
☐ Narrative

CANCEL
SAVE & CONTINUE >>

- 10) Once all the assessments are added, click the “Save and Continue” button at the bottom of the page.
- If there are no errors on the page, users will be brought to the “Assessment Review” section.
  - This page is split into three tabs. On the Summary of Required Screenings and Evaluations tab, users will see all of the assessment areas, and will be able to select assessments for each of the areas determined on the “Assessment Summary” section in the process.

Assessment Review
Jordan Test

Summary of Required Screenings and Evaluations
Vision Screening
Hearing Screening

Address each area below.

Assessment Area	Summary of Required Screenings and Evaluations	Select Assessment(s)
Adaptive Behavior		SELECT ASSESSMENT(S)
Audiological		SELECT ASSESSMENT(S)
Braille Skills Inventory/Learning Media Assessment		SELECT ASSESSMENT(S)
Functional Vision Assessment		SELECT ASSESSMENT(S)
Educational		SELECT ASSESSMENT(S)

- 11) Click the “Select Assessments” button for the areas to add assessments to. The available assessments (added from the “Assessment Summary” page) will display as checkboxes.

**Add Assessment** Jordan Test

Select	Assessment	Assessment Area	Date	Subject Area
<input checked="" type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	Adaptive Behavior	11/29/2017	General Adaptive Composite (GAC)

- 12) The assessment(s) selected will then be added to the table on the “Assessment Review” page. Repeat these steps for each applicable Assessment Area.

**Assessment Review** Jordan Test

Summary of Required Screenings and Evaluations Vision Screening Hearing Screening

Address each area below.

Assessment Area	Summary of Required Screenings and Evaluations	Select Assessment(s)
Adaptive Behavior	• Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	<input type="button" value="SELECT ASSESSMENT(S)"/>
Audiological		<input type="button" value="SELECT ASSESSMENT(S)"/>
Braille Skills Inventory/Learning Media Assessment		<input type="button" value="SELECT ASSESSMENT(S)"/>
Functional Vision Assessment		<input type="button" value="SELECT ASSESSMENT(S)"/>
Educational		<input type="button" value="SELECT ASSESSMENT(S)"/>

- 13) Click on the Vision Screening tab. Select whether or not Vision Screening data is available. If “No” is selected, users can move to the Hearing Screening tab. If “Yes” is selected, users can fill in the necessary data from the Vision Screening.

**Assessment Review** Jordan Test

Summary of Required Screenings and Evaluations Vision Screening Hearing Screening

Is there existing Vision Screening data available? ☒ Yes ☐ No

Vision Screening Date:

Far R 20/:

Near R 20/:

Both:

Status:

Far L 20/:

Near L 20/:

Vision Screening Results Obtained:

☐ With Glasses or Corrective Lenses


☐ Without Glasses or Corrective Lenses

- 14) Once the Vision Screening data is entered, click “Save and Continue.” Then click on the Hearing Screening tab. Select whether or not Hearing Screening data is available. If “No”

is selected, move to the next section. If “Yes” is selected, fill in the necessary data from the Hearing Screening.

Summary of Required Screenings and Evaluations   Vision Screening   **Hearing Screening**

Is there existing Hearing Screening data available? ☒ Yes ☐ No

Hearing Screening Date:        Status:


dB (Intensity Level):       Hz (Frequencies):

Comments on Hearing Screening:

**BACK**   **SHOW SECTION**   **SAVE**   **SAVE & CONTINUE >>**


- 15) Note: For an eligibility determination, it is always required to provide hearing screening and vision screening information
- 16) Click “Save and Continue” on the “Assessment Review” page. If there are no errors on the page, users will be brought to the “Eligibility Worksheets” section. On this page, strengths and needs data can be entered.

**Eligibility Worksheets**   Jordan Test



**Strengths and Needs**   Speech Documentation   VI Documentation

What Do We Now Know?

 As a result of the required screenings, evaluations, progress monitoring data, and review of existing information, what do we now know about the student?

Strengths:

Needs:

- 17) There are tabs for each area of suspected disability. On each tab are fields for the data necessary to complete the Eligibility Worksheet associated with that suspected disability.

Strengths and Needs **Speech Documentation** VI Documentation

### Speech Documentation

**i** To be determined eligible in the disability category of Speech or Language Impairment, a child must meet the criteria listed in one or more of the following:

**i** Articulation. It is required that a child's speech have:

- Two or more phonemic errors not expected at a child's age or developmental level observed during testing and/or in conversational speech, and/or
- Two or more phonological errors not expected at a child's age or developmental level observed during testing and/or in conversational speech

Documentation/Summary:

**i** Fluency. It is required that a child demonstrates non-fluent speech behavior characterized by repetitions/prolongations/blocks on a regular basis.

- 18) Complete the Eligibility Worksheets for each suspected disability.
- Click "Save and Continue" and if there are no errors on the page, users will be brought to the "Eligibility Determination" section.
  - On this page, users are able to select the disability determinations and the eligibility determination. Error checks are in place to prompt if any data is missing based on the selections.

Eligibility Determination Jordan Test

**i** Complete the Eligibility Determination process below.

### Eligibility Determination

**i** The IEP Team has reviewed all required screening and evaluation information and discussed the student's strengths and needs. This eligibility report includes the following:

- ☐ Information from the review of existing data
- ☐ Eligibility Worksheet for each area of suspected disability
- ☐ Information from assessments and other sources
- ☐ Additional information required for the determination of a specific learning disability

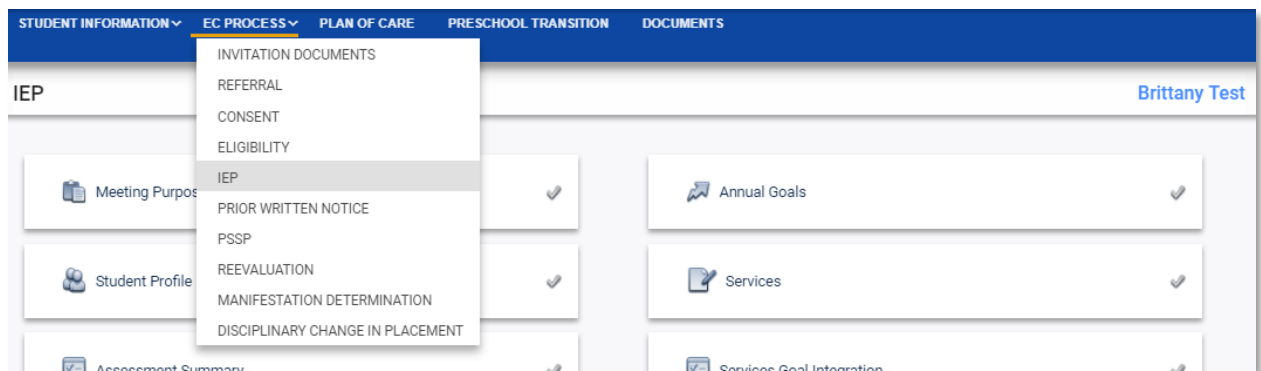
I. Disability Determination

- 19) Click the "Save and Continue" button and if there are no errors on the page, users will be brought to the "Create Draft/Create Final Eligibility Determination and Worksheets" section.
- On this page, select the meeting dates, the meeting participants, and the information regarding procedural safeguards.
  - Click the "Excused" check box next to the participant's name to indicate that they are excused from the meeting.



## IEP PROCESS TAB

- 1) Hover over the EC Process tab in the menu bar and click on “IEP” from the dropdown menu.



- a. As the user documents each section within the IEP, a green check or red “x” will display. A green check indicates the section is completed; whereas, a red “x” indicates information is missing or conflicting data has been entered.
- b. The “Show Section” button located at the bottom of the screen displays the selected section in PDF format. The “Save” button will save the information entered and continue to display the current section.
- c. The “Save & Continue” button will save the information entered in the section and continue to the next section.


## IEP Process

### Meeting Purpose Section

In this section the user selects the meeting purpose and adds the IEP dates. To begin the process, click on the “Meeting Purpose” section.

- 1) Complete the fields on the page and click the “Save & Continue” button. Note: If the Case Manager is incorrectly listed, it can be added or changed within the Team tab on the Student Information menu.

Meeting Purpose
Brittany Test


Any meeting purpose selected other than "Addendum" will clear the interface.

Meeting Purpose:

IEP Meeting Date:

IEP Start Date:

Date this IEP Ends:

Case Manager: Michael Johnson

BACK SHOW SECTION SAVE SAVE & CONTINUE >>


## IEP Process

### Student Profile Section

In this section, add information collected from the student and/or parents.

Student Profile
Brittany Test

Eligibility Information



"Area of Eligibility" and "Additional Areas of Need" are set at the "Eligibility" link and display here for convenience. To qualify for a secondary area of disability, the student record must contain all evaluations required for that disability and goals and objectives must be written for the area(s).

Address all fields on this page.

Primary Area of Eligibility:  
Secondary Area(s) of Eligibility:

Student Profile

Student's overall strengths that contribute to success in the educational environment:

Parental concerns, if any, about their child's academic and functional performance in school:

Parent /student's vision for the future (Include, specifically, vision for after high school, if appropriate.):

BACK SHOW SECTION SAVE SAVE & CONTINUE >>

- 1) The student's area(s) of eligibility will appear at the top of the page. This is populated after the finalization of an Eligibility Determination.
- 2) Complete the narratives using the information from the student and/or parents in the required fields. This information is mandatory, so users will receive an error message if

no data is entered on the page. The practice of using place holders such as “The parent wishes...” is discouraged.

Student Profile
Brittany Test

The following errors have been found on this page:  
 You must list the student's overall strengths that contribute to success in the educational environment.  
 You must list parental concerns about the child's academic and functional performance in school.  
 You must include the parent/student's vision for the future.

- 3) Once the information has been entered, click “Save and Continue” to move to the next section. To move forward to another section without completing all required fields, navigate back to the IEP process tab and click on the next section in the process. Users can return to sections later to add in the remaining information.

## IEP Process

### Assessment Summary Section

In this section, add assessments or view the assessments that were previously entered for the student within the Referral and/or Eligibility processes.

Assessment Summary
Brittany Test

Del	Pos	New Pos	Date	Assessment Area	Assessment	Subject Area	Scores Reported	Actions
<input type="checkbox"/>	1	<input type="text"/>	01/15/2018	Braille Skills In	The Rossetti Infant-Toddler Language Scale			<a href="#">DETAILS</a> <a href="#">LOG</a>
<input type="checkbox"/>	2	<input type="text"/>	01/09/2018	Motor Evaluati	Peabody Picture Vocabulary Test - R			<a href="#">DETAILS</a> <a href="#">LOG</a>
<input type="checkbox"/>	3	<input type="text"/>	01/02/2018	Motor Evaluati	The Rossetti Infant-Toddler Language Scale	Social Studies	Age Equiv	<a href="#">DETAILS</a> <a href="#">LOG</a>
<input type="checkbox"/>	4	<input type="text"/>	01/08/2018	Motor Screenir	Preschool Language Scale - 3			<a href="#">DETAILS</a> <a href="#">LOG</a>
<input type="checkbox"/>	5	<input type="text"/>	01/15/2018	Medical Evaluæ	Weiss Comprehensive Articulation Test	Broad Written Language	Percentile	<a href="#">DETAILS</a> <a href="#">LOG</a>
<input type="checkbox"/>	6	<input type="text"/>	01/07/2018	Health Screeni	CELF - Preschool	Math Comprehension	Grade Equiv	<a href="#">DETAILS</a> <a href="#">LOG</a>
<input type="checkbox"/>	7	<input type="text"/>	01/08/2018	Progress Moni	Brigance Diagnostic Inventories	Receptive Language	Age Equiv Grade Equiv # Errors	<a href="#">DETAILS</a> <a href="#">LOG</a>
<input type="checkbox"/>	8	<input type="text"/>	01/22/2018	Observation	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	General Adaptive Composite (GAC)	Std Score Age Equiv Grade Equiv	<a href="#">DETAILS</a> <a href="#">LOG</a>
<input type="checkbox"/>	9	<input type="text"/>	01/01/2018	*Review of existi	Woodcock Reading Mastery Test	Science	Grade Equiv Percentile	<a href="#">DETAILS</a> <a href="#">LOG</a>
<input type="checkbox"/>	10	<input type="text"/>	01/01/2018	*Review of existi	Sequenced Inventory of Communication Development	Social Studies		<a href="#">DETAILS</a> <a href="#">LOG</a>
<input type="checkbox"/>	11	<input type="text"/>	01/01/2018	*Summary of C	Utah Test of Language Development	Science		<a href="#">DETAILS</a> <a href="#">LOG</a>



- 1) Previously entered assessments will display on the page. To view information regarding scores, narratives, and logs, click the “Details” button.

The screenshot shows the 'Assessment Details' form for 'CEL F - Preschool'. The 'Subject Area' is 'Broad Written Language'. Under 'Scores Reported', the following options are checked: 'Std Score', 'Age Equiv', 'Grade Equiv', and 'Percentile'. Other options include '# Errors', 'stanine', 'quotient', and 'text desc.'. The 'Begin Date' is '01/07/2018'. The 'End Date' and 'Provider' fields are empty. The 'Narrative' field has a text area and a scrollable list. The 'Frequency' is set to 'session(s) per day'. At the bottom are 'BACK' and 'SAVE & CONTINUE >>' buttons.

- 2) To document additional information, choose either “Add Assessments” or “Add Multiple Assessments” to document additional information.

The screenshot shows the 'Add Assessments' form. It has two tabs: 'Assessments' (selected) and 'Custom Assessments'. Below the tabs is a table with five columns: 'Assessment Area', 'Assessment', 'Subject Area', 'Score(s) Reported', and 'Comments'. The table has four empty rows for data entry. Below the table is a note: '(NOTE: Available Subject Areas and Score Types will appear above once an Assessment is selected)'. At the bottom are 'BACK' and 'SAVE & CONTINUE >>' buttons.

- 3) Select the Assessment Area and Assessment from the dropdown list. The Subject Area and Scores Reported will populate after selecting the Assessment.

**Assessments** Custom Assessments

Assessment Area	Assessment	Subject Area	Score(s) Reported	Comments
Adaptive Behavior ▾	Adaptive Behavior - Adaptive Be ▾	General Adaptive ▾	<input type="checkbox"/> Std Score <input type="checkbox"/> Age Equiv <input checked="" type="checkbox"/> Grade Equiv <input type="checkbox"/> Percentile <input type="checkbox"/> # Errors <input type="checkbox"/> Stanine <input type="checkbox"/> Quotient <input type="checkbox"/> t score <input type="checkbox"/> Narrative	
▾	▾	▾		
▾	▾	▾		
▾	▾	▾		

(NOTE: Available Subject Areas and Score Types will appear once an Assessment is selected)

**SAVE & CONTINUE >>**

- 4) If the assessment needed is not listed, use the “Custom Assessments” tab. This tab allows users to document assessments that are not currently within the ECATS database.

**Add Assessments** Brittany Test

**Assessments** Custom Assessments

Custom Assessment	Subject Area	Score(s) Reported	Comments
		<input type="checkbox"/> Std Score <input type="checkbox"/> # Errors <input type="checkbox"/> Age Equiv <input type="checkbox"/> stanine <input type="checkbox"/> Grade Equiv <input type="checkbox"/> quotient <input type="checkbox"/> Percentile <input type="checkbox"/> text desc.	
		<input type="checkbox"/> Std Score <input type="checkbox"/> # Errors <input type="checkbox"/> Age Equiv <input type="checkbox"/> stanine <input type="checkbox"/> Grade Equiv <input type="checkbox"/> quotient <input type="checkbox"/> Percentile <input type="checkbox"/> text desc.	

- 5) After adding assessment information, click “Save and Continue”. This leads to the Assessment Summary page where the date, details, and log scores can be added.
- 6) For custom assessments, select the Assessment Area from the dropdown list.

Del	Pos	New Pos	Date	Assessment Area	Assessment	Subject Area	Scores Reported	Actions
<input type="checkbox"/>	1	<input type="text"/>	<input type="text"/>	Adaptive Behavior	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	Social	Std Score	<a href="#">DETAILS</a> <a href="#">LOG</a>
<input type="checkbox"/>	2	<input type="text"/>	<input type="text"/>	Adaptive Behavior	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Teacher Form	General Adaptive Composite (GAC)	Quotient	<a href="#">DETAILS</a> <a href="#">LOG</a>
<input type="checkbox"/>	1000	<input type="text"/>	<input type="text"/>	<div style="border: 2px solid red; padding: 2px;">Adaptive Behavior</div>	Custom Assessment	Literacy	Age Equiv	<a href="#">DETAILS</a> <a href="#">LOG</a>
<input type="checkbox"/>	1000	<input type="text"/>	<input type="text"/>	Adaptive Behavior	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	General Adaptive Composite (GAC)	Grade Equiv	<a href="#">DETAILS</a> <a href="#">LOG</a>

[ADD ASSESSMENT\(S\)](#)
[ADD MULTIPLE ASSESSMENT\(S\)](#)

[BACK](#)
[SAVE](#)
[SAVE & CONTINUE >>](#)

- 7) Alternately, click “Add Multiple Assessments.” Select the Assessment Category of Special Education, which will display the full alphabetized list of all the assessments within ECATS.
- 8) Select assessments to add.

Add Multiple Assessments
Brittany Test

Assessment Category: Special Education

Assessments:

- ☐ Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form
- ☐ Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Teacher Form
- ☐ Woodcock Johnson Tests of Achievement
- ☐ Key Math
- ☐ Woodcock Reading Mastery Test
- ☐ Weiss Comprehensive Articulation Test
- ☐ Goldman-Fristoe Test of Articulation
- ☐ Khan-Lewis Phonological Analysis
- ☐ The Assessment of Phonological Processes - R
- ☐ Expressive One-Word Picture Vocabulary Test
- ☐ Receptive One-Word Picture Vocabulary Test
- ☐ Preschool Language Scale - 3
- ☐ The Rossetti Infant-Toddler Language Scale
- ☐ Peabody Picture Vocabulary Test - R
- ☐ Assessing Semantic Skills through Everyday Themes
- ☐ Utah Test of Language Development - 3
- ☐ Test of Problem Solving - R

- ☐ Sequenced Inventory of Communication Development
- ☐ CELF - Preschool
- ☐ Receptive-Expressive Emergent Language
- ☐ Functional Communication Profile
- ☐ Language Processing Test - R
- ☐ Stuttering Severity Instrument
- ☐ MacArthur Evaluation of Language Fundamentals - R
- ☐ Clinical Evaluation of Language Fundamentals - R (age 5-7)
- ☐ Clinical Evaluation of Language Fundamentals - R (age 8+)
- ☐ Wechsler Intelligence Scales for Children
- ☐ Wechsler Adult Intelligence Scale
- ☐ Adaptive Behavioral Inventory for Children
- ☐ Test of Written Language
- ☐ Brigance Diagnostic Inventories
- ☐ Illinois Test of Psycholinguistic Abilities
- ☐ Peabody Individual Achievement Test

[BACK](#)
[ADD AREA\(S\) AND SCORE\(S\) >>](#)


- 9) Click “Add Areas and Scores” to continue.

- 10) Document the relevant information, using the expand/collapse buttons to navigate down the page. Once completed, click “Save and Continue”.

**Add Multiple Assessments** Brittany Test

---

☒ Woodcock Johnson Tests of Achievement

Date Administered:   Assessment Area:

Subject Areas: (No items available)

☐ Std Score   ☐ Percentile   ☐ quotient

Scores Reported: ☐ Age Equiv   ☐ # Errors   ☐ text desc.

☐ Grade Equiv   ☐ stanine

---

☒ Functional Communication Profile

## IEP Process

### Source of Relevant Information Section

In this section, add areas assessed and associate them with previously entered assessment data.  
Note: data entered in this section will populate throughout other sections in the IEP process.

- 1) First, add the areas assessed by clicking “Add/Remove Additional Areas”.

**Source Of Relevant Info** Brittany Test

---

Relevant Data [ADD/REMOVE ADDITIONAL AREAS](#)

- 2) Check the relevant areas, and click “Save and Continue”.

**Area(s) Assessed** Brittany Test

---

Add/Remove Area(s) Assessed

<input checked="" type="checkbox"/> Adapted Physical Education	<input type="checkbox"/> Nursing Services	<input type="checkbox"/> Pre-Academic
<input type="checkbox"/> Audiology	<input type="checkbox"/> Occupational Skills	<input type="checkbox"/> Reading
<input type="checkbox"/> Behavior	<input type="checkbox"/> Occupational Therapy	<input type="checkbox"/> Social-Emotional
<input type="checkbox"/> Counseling Services	<input type="checkbox"/> Organizational/Study	<input type="checkbox"/> Speech/Language
<input type="checkbox"/> Daily Living	<input type="checkbox"/> Orientation & Mobility	<input type="checkbox"/> Visually Impaired
<input type="checkbox"/> Hearing Impaired	<input type="checkbox"/> Physical Therapy	<input type="checkbox"/> Writing
<input type="checkbox"/> Math		

- 3) Using the expand/collapse buttons, associate data with each of the identified areas.

Source Of Relevant Info
Brittany Test

Relevant Data
ADD/REMOVE ADDITIONAL AREAS

☐ Adapted Physical Education
ADD/REMOVE EXISTING DATA

BACK
SHOW SECTION
SAVE
SAVE & CONTINUE >>

Add Assessment
Brittany Test

☐ Add Assessment(s)

☐ Add Attendance

☐ Add Grades

☐ Add Progress Track Data

BACK
SAVE & CONTINUE >>

## IEP Process

### Present Levels Section


Within this section, specify the present levels of academic and functional performance for each of the previously identified areas assessed.

- 1) Enter information regarding the present levels for each area, then complete the Additional Information table.

**Present Levels** Brittany Test

---

**Present Levels**

 For each Area(s) Assessed, specify the Present Level of Academic and Functional Performance.

Adapted Physical Education:

---

**Additional Information**

Describe any relevant medical information:

Describe how the disability impacts involvement and progress in the general curriculum:

- 2) Once complete click the “Save & Continue” button to continue to the next section.

## IEP Process

### Special Factors Section


On this page, decide whether any special factors should be considered in the development of the IEP.

- 1) Answer the questions and add additional information if necessary.

**Special Factors** Brittany Test

---

**Consideration of Special Factors**

 Consideration of Special Factors: below are the special factors that must be considered before the development of annual goals. Address each.

Is the student an English Learner?

Yes/No	Additional Information
<input type="button" value="v"/>	<input type="text"/>

- 2) If the student has a documented hearing loss, a Communication Plan Worksheet must be created. Click the “Communication Plan Worksheet” to create the document.

Does the student have a documented hearing loss? COMMUNICATION PLAN WORKSHEET

If yes, must complete the Communication Plan Worksheet

Yes/No	Location	Additional Information
<input checked="" type="button" value="Yes"/>	<input type="checkbox"/> Goals <input type="checkbox"/> Accommodations <input type="checkbox"/> Strengths <input type="checkbox"/> Services	

- 3) At the bottom of the page, specify if the areas assessed are in need of specially designed instruction.

☐ Strengths    ☐ Services

Supports for academic, functional, personal changes or circumstances (if applicable)

What information is known about the student that will assist in developing a individualized education program?

☐ Not applicable at this time

Area in Need of SDI

For each Area(s) Assessed specify if the Area is in Need of SDI.

Adapted Physical Education:

BACK
SHOW SECTION
SAVE
SAVE & CONTINUE >>

## IEP Process

### Secondary Transition Section

In this section, add transition information for students age 14 and older during the life of the IEP. If the student will not be 14 or older during the life of the IEP, click on the link and scroll down the page to the “Save & Continue” button.

- 1) A warning box will display at the top of the page with a reminder of the student age to determine whether a transition plan is necessary.

## Secondary Transition

Brittany Test



Warning: The student is 10 Years 3 Months old as of today.



Transition Activities (Services) - By Age 16 and updated annually. For students age 16 and older during the life of the IEP, all parts of Section D must be addressed.

When SCS is the Agency, type "SCS", and enter the person responsible at "Person". Enter the "Anticipated Completion Date" for each service in the "End Date" field. "Begin Date" is optional and will not print on the IEP.

This section is required for students who are 16 and older and can reflect activities that span multiple years.

Transition activities should be written to support the student's post-secondary goals and should answer the question, what things are necessary for the student to achieve his/her goals? The transition services/activities are the specific steps/strategies that focus on improving the academic/functional achievement of the child to facilitate his/her movement from school to post-school.

Transition activities may or may not be required for each transition area; however, teams are required to discuss each area and indicate in the space provided that an activity is not required.

## Secondary Transition

The following people gave information about the student's needs, preferences, interests, and course of study selection:

- ☐ Student
- ☐ School Staff
- ☐ Parent(s), Guardian(s) and Family Member(s)
- ☐ Other
- ☐ Adult Service Agency Representatives
- ☐ Future Ready Core Course of Study: Leading to a NC Diploma

- 2) If a transition plan is required, complete the necessary information and continue to the bottom of the page.

## Postsecondary Goals and Supports



Complete beginning at age 16 (or earlier, as appropriate) and updated annually.



Postsecondary goals are based upon age appropriate transition assessments as described in the present level of academic and functional performance. Indicate any activities and/or supports needed to assist student in making progress towards postsecondary goals (after high school) during the span of this IEP and the person (people) responsible for assuring these activities and/or supports are achieved.



For each Postsecondary Goal and Support, specify what the student will do upon graduation from high school.

Education/Training:

Employment:

Independent Living (if appropriate):

☐ N/A

### Adult Living Skills

Employment Functional Vocational Evaluation (if appropriate) Instruction Related Services Community Experiences Daily Living Skills (if appropriate)

Transition Area: Adult Living Skills

[ADD ADULT LIVING SKILLS SERVICES](#)

- 3) Within each Transition Area, add transition services activities.



Transition Area: Adult Living Skills

Transition Service	Responsible Person	Responsible Agency
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

- Click "Save and Continue" to save the data and move back to the Transition Areas. Complete each tab as necessary before clicking "Save and Continue" at the bottom of the page.

## IEP Process

### Annual Goals Section

This section allows users to build upon previously entered areas of need and present levels of academic and functional performance information.


- Click on "Add/Delete Goals" to add the details and objectives (*if applicable*) for each goal.

Measurable Annual Goals

Area(s) in Need of SDI	Present Level of Performance	Details	Number of Goals	Number of Objectives:
Math	test infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest info	<a href="#">ADD/DELETE GOALS</a>	1	2

- Click "Add Goals" to add and edit annual goals (criteria of mastery will be added later.)

Goals [ADD GOALS](#)



No annual goals have been added for this student.

Area of Need

Area Assessed: Math

Present Level of Performance: test infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest info

Add Goal(s)

Annual Goal 1:

Annual Goal 2:

Annual Goal 3:

3) Then click “Goal Details/Objectives”.

Goals

ADD GOALS

Del	Pos	New Pos	Annual Goal	ESY	# Obj	Details
<input type="checkbox"/>	1		enter information here	<input type="checkbox"/>	2	GOAL DETAILS/OBJECTIVES

- 4) Select the goal details and complete the required information in the first portion of the screen, including mastery criteria, assistive technology and relationship to transition goals. Objectives may be added, if needed or desired. If the student is receiving instruction using the Extended Content Standards, objectives are required.
- When included, two objectives must be added per goal.
  - If the student will require the goal for ESY, check the box so that it will be included within the ESY Services Goal Integration section later in the process.

Goal Details

Annual Goal: enter information here

Is this goal related to transition goals?

No

Is Assistive Technology Required?

No

Method of Measuring Progress:

Anecdotal records

Behavior chart

Mastery Criteria:

Objectives

ADD OBJECTIVE(S)

Del	Pos	NewPos	Objective	Details
<input type="checkbox"/>	1	<input type="checkbox"/>	test info	DETAILS
<input type="checkbox"/>	2	<input type="checkbox"/>	test info	DETAILS

- 5) The text box located at the bottom of the screen provides an explanation regarding alternate assessments. If this is not applicable for the student, check the “Not applicable at this time” check box to disable the text box.

Alternate Assessments

If the student is participating in any alternate assessment(s), explain why the regular testing program, with or without accommodations, is not appropriate and why the selected assessment is appropriate:

☒ Not applicable at this time

ADD IMPLEMENTATION SPECIFICS

BACK

SHOW SECTION

SAVE

SAVE & CONTINUE >>

## IEP Process

### Services Section

In this section, add special education and related service information.

- 1) Click “Add Special Ed Services”.

Services

Brittany Test

Description of Specially Designed Instruction and Related Services: Indicate the least restrictive environment in which the student can achieve the goal(s). If the student will be removed from nondisabled peers for any part of the day (general education classroom, nonacademic services and activities), explain why the services cannot be delivered with nondisabled peers with the use of supplemental aids and services.

Specially Designed Instruction

ADD SPECIAL ED SERVICE(S)

Related Services

ADD RELATED SERVICE(S)

- Choose the Special Ed service(s) from the dropdowns. To add more than four services, click "Save and Continue" and then click "Add Special Ed Services" again to return to the page.

Add Special Ed Services Service(s)

Brittany Test

Special Ed Services

Adaptive P.E.

Cognitive/ Pre-Academic Skills

To add more than 4 services of any one type, you must click the "Save and Continue" button, then return to this page.

BACK

SAVE & CONTINUE >>

- Complete the information regarding the frequency and location of services.

Specially Designed Instruction

ADD SPECIAL ED SERVICE(S)

Del	Special Ed Service	Amount of Time	Frequency	Duration	Location
<input type="checkbox"/>	Adaptive P.E.	<input type="text"/> minute(s)	<input type="text"/> per <input type="text"/> day	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	Cognitive/ Pre-Academic Skills	<input type="text"/> minute(s)	<input type="text"/> per <input type="text"/> day	<input type="text"/>	<input type="text"/>

- 4) If applicable, add Related Services. Click “Add Related Services”.

#### Related Services

[ADD RELATED SERVICE\(S\)](#)

Del	Related Service	Amount of Time / Frequency	Duration	Location	Service Type
<input type="checkbox"/>	Physical Therapy	20 minute(s) 1 per reporting period	02/28/2018 04/24/2018	Regular Education	<input checked="" type="checkbox"/> Goal <input type="checkbox"/> Supplemental Aids / Services / Accommodations / Modifications

- 5) Choose the Related Service(s) from the dropdown menu. To add more than four services, click “Save and Continue” and then click “Add Related Services” again to return to the page.

#### Related Services

- Audiology
- Counseling Services
- Occupational Therapy
- Physical Therapy
- Speech/Language
- Nursing Services

- 6) Complete the information regarding the amount of service time, frequency, duration and location.

#### Related Services

[ADD RELATED SERVICE\(S\)](#)

Del	Related Service	Amount of Time / Frequency	Duration	Location	Service Type
<input type="checkbox"/>	Physical Therapy	20 minute(s) 1 per reporting period	02/28/2018 04/24/2018	Regular Education	<input checked="" type="checkbox"/> Goal <input type="checkbox"/> Supplemental Aids / Services / Accommodations / Modifications

- 7) Address any transportation needs of the student.

Transportation

For students age 6 years or older, if the student is 100% removed from the traditional school setting, please indicate where services will be rendered:

Transportation - Choose one:

Describe special transportation services:

If the student will be removed from nondisabled peers for any part of the day, explain why the services cannot be delivered with nondisabled peers with the use of supplemental aids and services:

Progress Reports on IEP goals will be issued in accordance with school report card schedule. If the IEP team determines that more frequent progress reports are needed, indicate the schedule:

If the student is in preschool, describe how the student is involved in the general education program:

Describe consultation and/or training for school staff to meet the unique needs of the student:

BACK

SHOW SECTION

SAVE

SAVE & CONTINUE >>

## IEP Process

### Services Goal Integration Section

In this section, edit goal integration with services and add supplemental aids.

- 1) Review all of the present level, goal, and services information previously entered in the process displays on this page.

Math

Area in Need of SDI: Math

Present Level of Performance: Present Levels for Math Present Levels for Math Present Levels for Math Present Levels for Math Present Levels for Math Present Levels for Math Present Levels for Math Present Levels for Math

Supplemental Aids and/or Services:

Goal	Service(s) supporting this goal	Edit
goal number 1	Math	EDIT GOAL INTEGRATION
goal number 2		EDIT GOAL INTEGRATION

ADD SUPPLEMENTAL AIDS

- 2) Click "Edit Goal integration" to add services supporting the goal.

goal number 2

Service(s) supporting this goal: ☐ Math ☐ Occupational Therapy

[BACK](#) [SAVE & CONTINUE >>](#)

- 3) Check the corresponding service and then click “Save and Continue” to return to the Service Goal Integration page.
- 4) Click “Add Supplemental Aids and/or Services”, and add information.

Supplemental Aids and/or Services

Math:

[BACK](#) [SAVE & CONTINUE >>](#)

## IEP Process


### Accommodations Section

In this section, add classes, district assessments and state tests in which the student is participating, along with any accommodations.

- a. Per policy, the system requires that any accommodations provided for assessments or tests also be provided within the classroom.
- b. The process of adding classes, district assessments, and state tests is the same. The following is an example of class accommodations.

- 1) Click “Add Class Activities” to display a list of classes.

Accommodations
Brittany Test



To advance appropriately toward attaining annual goals; to be involved and progress in general curriculum; to be educated and participate with other nondisabled children in academic, nonacademic and extracurricular activities, the following supplemental aids/services, and accommodations/modifications will be provided (if applicable). Also include in the table below any supplemental aids/services and accommodations/modifications that will be provided in special education classes.

Classroom Activities
ADD CLASS ACTIVITY


District Assessments
ADD DISTRICT ASSESSMENT

State Tests
ADD STATE TEST

- 2) Check the box(es) next to the desired classes/activities, and then select the participation level at the bottom of the page. Click “Save and Continue” to progress to the accommodations page.

Add Activity
Brittany Test

Classroom Activities



Select the "Participation Level" for activities/assessments as appropriate.

☒ Art - All  
☒ Assemblies - All  
☐ Extracurricular Activities - All  
☐ Lunch - All  
☐ Math - All  
☐ Music - All  
☐ Other  
☐ Physical Education - All  
☐ Recess - Elementary/Middle  
☐ Science - All

Classroom Activities Selected	Participation Level
Art - All	<input type="text"/>
Assemblies - All	<input type="text"/>

- 3) On the Accommodation page, select from the list of allowable accommodations for each class/activity. If multiple classes are selected, the accommodations added to one class will automatically select for all classes, as allowable.
  - c. In the example below, Multiple Testing Sessions was selected for Health.
  - d. Multiple Testing Sessions was automatically checked for Music.



## Accommodations

### Health - Middle/HS

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Assistive Technology Devices (Specify)                                      | <input type="checkbox"/> Braille Edition (EBA)                              | <input type="checkbox"/> Braille Edition (UEB)  |
| <input type="checkbox"/> Braille Writer/Slate and Stylus (Braille Paper)                             | <input type="checkbox"/> Cranmer Abacus                                     | <input type="checkbox"/> Dictation to a Scribe  |
| <input type="checkbox"/> Interpreter/Translator Signs/Cues Test                                      | <input type="checkbox"/> Large Print Edition (not for online assessments)   | <input type="checkbox"/> Magnification Devices  |
| <input checked="" type="checkbox"/> Multiple Testing Sessions - More Frequent Breaks (Every __ Min.) | <input type="checkbox"/> Multiple Testing Sessions - Other                  | <input type="checkbox"/> Multiple Testing Sessions - Over Multiple Days (Number of Days __)                           |
| <input type="checkbox"/> One Test Item Per Page Edition (not for online assessments)                 | <input type="checkbox"/> Scheduled Extended Time - Approximately __ minutes | <input type="checkbox"/> Scheduled Extended Time - Other  |
| <input type="checkbox"/> Student Marks Answers in Test Book (not for online assessments)             | <input type="checkbox"/> Test Read Aloud (in English) (Requires specifics)  | <input type="checkbox"/> Testing in a Separate Room - One-on-One  |
| <input type="checkbox"/> Testing in a Separate Room - Small Group                                    | <input type="checkbox"/> Student Reads Test Aloud to Self                   | <input type="checkbox"/> Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (LEP only) |




### Music - All

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Assistive Technology Devices (Specify)                                      | <input type="checkbox"/> Braille Edition (EBA)                              | <input type="checkbox"/> Braille Edition (UEB)  |
| <input type="checkbox"/> Braille Writer/Slate and Stylus (Braille Paper)                             | <input type="checkbox"/> Cranmer Abacus                                     | <input type="checkbox"/> Dictation to a Scribe  |
| <input type="checkbox"/> Interpreter/Translator Signs/Cues Test                                      | <input type="checkbox"/> Large Print Edition (not for online assessments)   | <input type="checkbox"/> Magnification Devices  |
| <input checked="" type="checkbox"/> Multiple Testing Sessions - More Frequent Breaks (Every __ Min.) | <input type="checkbox"/> Multiple Testing Sessions - Other                  | <input type="checkbox"/> Multiple Testing Sessions - Over Multiple Days (Number of Days __)                           |
| <input type="checkbox"/> One Test Item Per Page Edition (not for online assessments)                 | <input type="checkbox"/> Scheduled Extended Time - Approximately __ minutes | <input type="checkbox"/> Scheduled Extended Time - Other  |
| <input type="checkbox"/> Student Marks Answers in Test Book (not for online assessments)             | <input type="checkbox"/> Test Read Aloud (in English) (Requires specifics)  | <input type="checkbox"/> Testing in a Separate Room - One-on-One  |
| <input type="checkbox"/> Testing in a Separate Room - Small Group                                    | <input type="checkbox"/> Student Reads Test Aloud to Self                   | <input type="checkbox"/> Word-to-Word Bilingual (English/Native Language) Dictionary/Electronic Translator (LEP only) |

4) Once the classes/tests and accommodations have been added, update the location dropdown. (This is applicable for classroom activities only.) To add or remove any accommodations for an individual class/test, click the “Edit” button.

Classroom Activities				<a href="#">ADD CLASS ACTIVITY</a>
Activities	Participation Level	Location	Implementation	
Art - All	Participating with Accommodations	<div>▼</div>		<button>EDIT</button>
Economics - HS	Participating with Accommodations	<div>▼</div>		<button>EDIT</button>
English Language Arts - Elementary	Participating in Regular Class/Activity	General Ed <div>▼</div>		<button>EDIT</button>

5) At the bottom of the page, click “Add Implementation Specifics” to add a narrative for all accommodations across classes and tests.


Implementation Details		
Participation Area	Accommodation	Narrative
Math - All	Testing in a Separate Room - One-on-One	test implementation 
District Assessment	Braille Writer/Slate and Stylus (Braille Paper)	test implementation 
District Assessment	Testing in a Separate Room - One-on-One	test implementation 

## IEP Process

### ESY Services Section

In this section, address ESY eligibility and services.

- 1) When a decision about ESY is made, the worksheet must be included in the IEP. Select the check box in order to print this document.
- 2) Determine if the student requires ESY by answering the questions with either Yes, No or Cannot be determined at this time.

ESY Services	Brittany Test
Print this worksheet after the IEP (when selected, the ESY Worksheet will print with the IEP) <input type="checkbox"/>	
<b>ESY Eligibility Determination</b>	
<div style="background-color: #e6f2ff; padding: 10px; border: 1px solid #007bff; margin-bottom: 10px;">  After consideration of applicable data, the IEP Team has determined:         </div> <div> <div>           The student regresses or may regress during extended breaks from instruction and cannot relearn the lost skills within a reasonable time; or:         </div> <div> <input type="radio"/> Yes  <input checked="" type="radio"/> No  <input type="radio"/> Cannot be determined at this time         </div> </div> <div> <div>           The benefits a student gains during the regular school year will be significantly jeopardized if he or she is not provided with an educational program during extended breaks from instruction; or:         </div> <div> <input type="radio"/> Yes  <input checked="" type="radio"/> No  <input type="radio"/> Cannot be determined at this time         </div> </div> <div> <div>           The student is demonstrating emerging skill acquisition ("window of opportunity") that will be lost without the provision of an educational program during extended breaks from instruction:         </div> <div> <input type="radio"/> Yes  <input checked="" type="radio"/> No  <input type="radio"/> Cannot be determined at this time         </div> </div>	

- 3) If yes, complete the ESY Eligibility and Services sections. If no, click "Save and Continue".



On this page, complete the team member information, check for errors and create draft and final documents.

- 1) Complete the IEP Dates and Team Member tables. To edit the team members, return to the Team page within the Student Information dropdown.

Create IEP

Brittany Test

NOTICE: The student is approaching the end of their high school career. If they are to exit during the life of this IEP, do not forget to complete a Summary of Performance document.

The following information is required before you can create this Final Document.

IEP Dates

Date IEP Sent:

Team Members in Attendance

If you mark any of the required members below as excused, be sure a request to excuse has been completed prior to the meeting and that the parent has approved the excusal.

LEA Representative:

☐ Excused

Special Education Teacher:

☐ Excused

Regular Education Teacher:

☐ Excused

Interpreter of Instructional Implications of Evaluation Results:

☐ Excused

Participating Parents:

☐ Mrs & Mrs Test

Other Team Members:

☐ Michael Johnson

☐ Erik Ogburn

☐ Kelley Blas

☐ Quentin Parker

☐ Khalilah OFarrow

☐ SueAnn Stalnaker

Explanation of team participants/absence of participants (if needed):

- 2) Click "Display IEP Errors" to view any missing or incomplete information within the IEP; or click "Create Draft Document" to view a PDF file of the IEP.

- 3) After all errors have been addressed/corrected, users will be able to finalize the IEP.

## PRIOR WRITTEN NOTICE SECTION

- 1) Hover over the EC Process tab in the menu bar and click on “Prior Written Notice” from the menu. This will take users to the document creation page for the Prior Written Notice.

- 2) Fill in the necessary data regarding the meeting details, the meeting purpose, and the explanations of actions proposed/refused.

Prior Written Notice

Jordan Test

Prior Written Notice

To which parent/guardian/student is this letter addressed?

Date Sent:

IEP Meeting Date (Date of Notice):

Meeting Time:

Purpose

☐ Develop Initial Individualized Education Program/Individual Service Plan
 ☐ Annual Review
 ☐ Reevaluation
 ☐ Reevaluation/Annual Review
 ☐ Addendum
 ☐ Other

Purpose:

Explanation of Actions Proposed

Description of action(s) proposed:

Explanation of why the agency proposed to take the action:

Explanation of Actions Refused

Description of action(s) refused:

Explanation of why the agency refused to take the action:

- 5) When users reach the “Source of Relevant Information” table, click the “Add Remove Existing Data” button.

Source of Relevant Information

ADD/REMOVE EXISTING DATA

- 6) This page is made up of a series of expand/collapse tables that allow users to add and remove data applicable to the Prior Written Notice. To expand a table, click on the “+” sign. Click the checkbox for any item to add. Once finished with adding data to each table, click the “Save and Continue” button to navigate back to the Prior Written Notice creation page.

Add Assessment

Jordan Test

Add Assessment(s)

Add	Assessment(s)	Date
<input type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	11/29/2017
<input type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	01/03/2018
<input type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	01/10/2018
<input type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	01/04/2018
<input type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	01/04/2018

Add Attendance

Add Grades

- 7) The data added will populate in the “Source of Relevant Information” table. To delete any data, click the “Add/Remove Existing Data” button again, uncheck the boxes, and click “Save and Continue” and the data will be removed from the “Source of Relevant Information” table.

Source of Relevant Information		<a href="#">ADD/REMOVE EXISTING DATA</a>
<b>Assessments</b>		
Assessment		Date
Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form		11/29/2017
Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form		01/03/2018

- 8) Complete the “Additional Information” and “Team Members in Attendance” tables.

**Additional Information**

A description of other options that the IEP Team considered and the reasons why those options were rejected:

A description of other factors that are relevant to the agency's proposal or refusal:

This decision will be implemented on:

Prior Written Notice was given to the parent by:

Prior Written Notice was given to the parent on:

Prior Written Notice was delivered by:

Prior Written Notice was delivered on:

**Team Members in Attendance**

LEA Representative:

☐ Excused

Special Education Teacher:

☐ Excused

Regular Education Teacher:

☐ Excused

Interpreter of Instructional Implications of Evaluation Results:

☐ Excused

Participating Parents: ☐ Herman Test

- 9) At the bottom of the page are buttons to create a draft or final document. Drafts can be created while there are still errors within the process; final documents cannot be created until all errors are corrected. Any errors found in this table will display in a red box at the top of the page.

Explanation of team participants/absence of participants (if needed):

[CREATE DRAFT DOCUMENT](#)

[CREATE FINAL DOCUMENT](#)

- 10) Created documents can be viewed by clicking on the hyperlink for the document at the bottom of the "Create Draft/Create Final" page.



### Prior Written Notice Documents

Document ID	Date Created	Created By	Document	Status
831	02/01/2018	Jess Bengt	<a href="#">Prior Written Notice</a>	(Draft)

## CONSENT TAB – CONSENT FOR SERVICES

- 1) Hover over the EC Process tab in the menu bar and click on “Consent” from the menu. On the Consent page, click on the section for “Create Consent to Evaluate.”

The screenshot shows the top navigation bar with tabs: STUDENT INFORMATION, EC PROCESS, PLAN OF CARE, PRESCHOOL TRANSITION, and DOCUMENTS. The EC PROCESS tab is active, and a dropdown menu is open showing options: INVITATION DOCUMENTS, REFERRAL, CONSENT (highlighted), ELIGIBILITY, IEP, PRIOR WRITTEN NOTICE, PSSP, REEVALUATION, MANIFESTATION DETERMINATION, and DISCIPLINARY CHANGE IN PLACEMENT. Below the menu, the 'Consent' page is visible. It has a header 'Consent' and a user 'Aimee Test'. A blue box contains an information icon and text: 'Use this page to create a final parent/guardian/student consent. Once a final document is created, response information can be submitted in the fields directly below.' Below this, there is a section titled 'Consent to Evaluate' with a blue button 'CREATE CONSENT TO EVALUATE'. Another blue box contains an information icon and text: 'Use the link directly above to create a final parent/guardian/student Consent to Evaluate document. Then submit the response information in the fields directly below.'


- 1) Next, on the Consent page click on the section for “Create Consent for Services.”

The screenshot shows the 'Consent for Services' section of the page. It has a header 'Consent for Services' and a user 'Aimee Test'. A blue box contains an information icon and text: 'Use the link directly above to create a final parent/guardian/student Consent to Evaluate document. Then submit the response information in the fields directly below.' Below this, there is a section titled 'Consent for Services' with a blue button 'CREATE CONSENT FOR SERVICES'. Another blue box contains an information icon and text: 'Use the link directly above to create a final parent/guardian/student consent for services document. Then submit the response information in the fields directly below.'

- 2) Fill in the fields on the document creation page.

Consent for Services Aimee Test

To which parent/guardian/student is this consent addressed?

A copy was given/sent on:  

- 3) At the bottom of the page, click the “Create Draft Document” button.

CREATE DRAFT DOCUMENT


CREATE FINAL DOCUMENT

SAVE DATA AND RETURN TO CONSENT PAGE

- 4) Any errors found on the document creation page will display in a red box at the top of the Download Consent for Services page. (Users may still view the draft document without correcting these errors, but users will not be able to finalize the document.) Click on the “Back” button at the bottom of the page to navigate back to the document creation page to make changes. Click on the “Continue” button to navigate back to the main Consent page. Click on the “view” hyperlink at the bottom to view the draft PDF document in a new browser tab.

Consent for Services Jordan Test

To which parent/guardian/student is this consent addressed?

A copy was given/sent on:  

CREATE DRAFT DOCUMENT

CREATE FINAL DOCUMENT

SAVE DATA AND RETURN TO CONSENT PAGE

- 5) Once all errors are corrected and the user is ready to finalize the document, click on the “Create Final Document” button at the bottom of the document creation page.


CREATE DRAFT DOCUMENT

CREATE FINAL DOCUMENT


SAVE DATA AND RETURN TO CONSENT PAGE

- 6) After a final Consent to Evaluate has been created, Eligibility has been determined and once the parent has returned the document, return to the Consent process. Enter the required consent information and click “Submit Consent for Services Response”.

Consent for Services CREATE CONSENT FOR SERVICES

 Use the link directly above to create a final parent/guardian/student consent for services document. Then submit the response information in the fields directly below.

Parent/Guardian/Student Consent for Services Response:

Parent/Guardian/Student Consent for Services Date Signed:  

**SUBMIT CONSENT FOR SERVICES RESPONSE**

- 7) The link to the created document can be accessed from the bottom of the Consent for Services document creation page or from the Documents tab. The event data can be found on the Student History page.

**SAVE DATA AND RETURN TO CONSENT PAGE**

Consent for Services - DEC 6 Documents				
Document ID	Date Created	Created By	Document	Status
85	01/19/2018	Cory Wall	<a href="#">Consent for Services - DEC 6</a>	(Draft)

## PSSP PROCESS TAB

1) Hover over the EC Process tab in the menu bar and click on “PSSP” from the dropdown menu.

The screenshot shows the 'EC PROCESS' dropdown menu open, with 'PSSP' highlighted. The menu options are: INVITATION DOCUMENTS, REFERRAL, CONSENT, ELIGIBILITY, IEP, PRIOR WRITTEN NOTICE, PSSP, REEVALUATION, MANIFESTATION DETERMINATION, and DISCIPLINARY CHANGE IN PLACEMENT. The background shows the 'PSSP Process' form with a header bar containing 'STUDENT INFORMATION', 'EC PROCESS', 'PLAN OF CARE', 'PRESCHOOL TRANSITION', and 'DOCUMENTS'. The form includes a question 'Are any services from the proposed IEP included in the LEA's proportionate share plan?' with a 'Yes' dropdown. Below this are two columns of sections, each with a document icon and a green checkmark: Meeting Purpose, Student Profile, Assessment Summary, Source Of Relevant Info, Present Levels, Special Factors, Annual Goals, Services, Services Goal Integration, and Create PSSP.

- As the user documents each section within the IEP, a green check or red “x” will display. A green check indicates the section is completed; whereas, a red “x” indicates information is missing or conflicting data has been entered.
- The “Show Section” button located at the bottom of the screen displays the selected section in PDF format. The “Save” button will save the information entered and continue to display the current section.
- The “Save & Continue” button will save the information entered in the section and continue to the next section.

2) Copy data from the IEP process into the PSSP process by clicking the button “Copy from IEP”.

The screenshot shows the 'PSSP' form. At the top, there is a question 'Are any services from the proposed IEP included in the LEA's proportionate share plan?' with a dropdown menu. Below this is a green button labeled 'COPY FROM IEP'. The form is divided into two columns of sections, each with a document icon and a green checkmark: Meeting Purpose, Student Profile, Special Factors, and Measurable Annual Goals. The top right corner of the form displays 'Trans Test - IEP TEST | 03/07/2020' and 'Test School |'.

## PSSP Process

### Meeting Purpose Section

In this section the user selects the meeting purpose and adds the IEP dates. To begin the process, click on the “Meeting Purpose” section.

- 1) Complete the fields on the page and click the “Save & Continue” button. Note: If the Case Manager is incorrectly listed, it can be added or changed within the Team tab on the Student Information menu.

The screenshot shows the 'Meeting Purpose' section of the ECATS system. At the top, a blue navigation bar contains the following tabs: STUDENT INFORMATION, EC PROCESS (which is highlighted), PLAN OF CARE, PRESCHOOL TRANSITION, and DOCUMENTS. Below the navigation bar, the page title 'Meeting Purpose' is displayed on the left, and the user's name 'Brittany Test' is on the right. A yellow warning box with a triangle icon contains the text: 'Any meeting purpose selected other than "Addendum" will clear the interface.' Below this, the form includes a 'Meeting Purpose' dropdown menu, followed by date selection fields for 'Meeting Date', 'PSSP Start Date', 'Date PSSP Ends', and 'Date PSSP Sent', each with a calendar icon. The 'Case Manager' field is pre-filled with 'Michael Johnson'. At the bottom of the form, there are four green buttons: 'BACK', 'SHOW SECTION', 'SAVE', and 'SAVE & CONTINUE >>'.

## PSSP Process

### Student Profile Section

In this section, add information regarding the student and parents.

STUDENT INFORMATION ▾ EC PROCESS ▾ PLAN OF CARE PRESCHOOL TRANSITION DOCUMENTS

Student Profile Brittany Test

---

Eligibility Information

**i** "Area of Eligibility" and "Additional Areas of Need" are set at the "Eligibility" link and display here for convenience. To qualify for a secondary area of disability, the student record must contain all evaluations required for that disability and goals and objectives must be written for the area(s).  
Address all fields on this page.

Primary Area of Eligibility:  
Secondary Area(s) of Eligibility:

---

Student Profile

Student's overall strengths that contribute to success in the educational environment:

Parental concerns, if any, about their child's academic and functional performance in school:

Parent /student's vision for the future (Include, specifically, vision for after high school, if appropriate.):

- 1) The student's area(s) of eligibility will appear at the top of the page. This is populated after the finalization of an Eligibility Determination.
- 2) Complete the narratives using the information from the student and/or parents in the required fields. This information is mandatory, so users will receive an error message if no data is entered on the page. The practice of using place holders such as "The parent wishes..." is discouraged.
- 3) If the information has been entered, click "Save and Continue" to move to the next section. To move forward to another section without completing all required fields, navigate back to the IEP process tab and click on the next section in the process. Users can return to sections later to add in the remaining information.

## PSSP Process

### Assessment Summary Section

In this section, add assessments or view the assessments that were previously entered for the student within the Referral and/or Eligibility processes.

Assessment Summary										Brittany Test	
Del	Pos	New Pos	Date		Assessment Area	Assessment	Subject Area	Scores Reported	Actions		
<input type="checkbox"/>	1	<input type="checkbox"/>	01/15/2018		Braille Skills Ir	The Rossetti Infant-Toddler Language Scale	Language	Age Equiv	<a href="#">DETAILS</a> <a href="#">LOG</a>		
<input type="checkbox"/>	2	<input type="checkbox"/>	01/09/2018		Motor Evaluat	Peabody Picture Vocabulary Test - R			<a href="#">DETAILS</a> <a href="#">LOG</a>		
<input type="checkbox"/>	3	<input type="checkbox"/>	01/02/2018		Motor Evaluat	The Rossetti Infant-Toddler Language Scale	Social Studies	Age Equiv	<a href="#">DETAILS</a> <a href="#">LOG</a>		
<input type="checkbox"/>	4	<input type="checkbox"/>	01/02/2013		Motor Screeni	Preschool Language Scale - 3			<a href="#">DETAILS</a> <a href="#">LOG</a>		
<input type="checkbox"/>	5	<input type="checkbox"/>	01/15/2018		Medical Evalu	Weiss Comprehensive Articulation Test	Broad Written Language	Percentile	<a href="#">DETAILS</a> <a href="#">LOG</a>		
<input type="checkbox"/>	6	<input type="checkbox"/>	01/07/2018		Health Screen	CELF - Preschool	Math Comprehension	Grade Equiv	<a href="#">DETAILS</a> <a href="#">LOG</a>		
									Age Equiv	<a href="#">DETAILS</a>	

- 1) Previously entered assessments will display on the page. To view information regarding scores, narratives, and logs, click the “Details” button.

Assessment Details										Brittany Test			
Assessment: The Rossetti Infant-Toddler Language Scale						Subject Area: Language							
<input type="checkbox"/> Std Score <input checked="" type="checkbox"/> Age Equiv <input type="checkbox"/> Grade Equiv <input type="checkbox"/> Percentile Scores Reported: <input type="checkbox"/> # Errors <input type="checkbox"/> stanine <input type="checkbox"/> quotient <input type="checkbox"/> text desc.						Begin Date: 01/15/2018							
Narrative: <input type="text"/>						End Date: <input type="text"/>							
Frequency: <input type="text"/> session(s) per <input type="text"/> day <input type="text"/>						Provider: <input type="text"/>							
<input type="button" value="BACK"/> <input type="button" value="SAVE &amp; CONTINUE &gt;&gt;"/>													

- 2) To document additional information, choose either “Add Assessments” or “Add Multiple Assessments” to document additional information.

Add Assessments
Brittany Test

Assessments
Custom Assessments

Assessment Area	Assessment	Subject Area	Score(s) Reported	Comments
<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>		<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>
<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>		<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>
<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>		<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>
<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>		<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>

(NOTE: Available Subject Areas and Score Types will appear above once an Assessment is selected)

BACK
SAVE & CONTINUE >>

- 3) Select the Assessment Area and Assessment from the dropdown list. The Subject Area and Scores Reported will populate after users have selected the Assessment.

Assessments
Custom Assessments

Assessment Area	Assessment	Subject Area	Score(s) Reported	Comments
Adaptive Behavior	Adaptive Behavior - Adaptive Be	General Adaptive	<input type="checkbox"/> Std Score <input type="checkbox"/> Age Equiv <input checked="" type="checkbox"/> Grade Equiv <input type="checkbox"/> Percentile <input type="checkbox"/> # Errors <input type="checkbox"/> Stanine <input type="checkbox"/> Quotient <input type="checkbox"/> t score <input type="checkbox"/> Narrative	
<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>		<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>
<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>		<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>
<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>		<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>

(NOTE: Available Subject Areas and Score Types will appear above once an Assessment is selected)

SAVE & CONTINUE >>

- 4) If the assessment needed is not listed, use the “Custom Assessments” tab. This tab allows users to document assessments that are not currently within the ECATS database.



**Add Assessments** Brittany Test

Assessments **Custom Assessments**

Custom Assessment	Subject Area	Score(s) Reported	Comments
<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Std Score <input type="checkbox"/> # Errors <input type="checkbox"/> Age Equiv <input type="checkbox"/> stanine <input type="checkbox"/> Grade Equiv <input type="checkbox"/> quotient <input type="checkbox"/> Percentile <input type="checkbox"/> text desc.	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Std Score <input type="checkbox"/> # Errors <input type="checkbox"/> Age Equiv <input type="checkbox"/> stanine <input type="checkbox"/> Grade Equiv <input type="checkbox"/> quotient <input type="checkbox"/> Percentile <input type="checkbox"/> text desc.	<input type="text"/>

- 5) After adding assessment information, click “Save and Continue”. This leads to the Assessment Summary page where the date, details, and log scores can be added.
- 6) For custom assessments, select the Assessment Area from the dropdown list.

Del	Pos	New Pos	Date	Assessment Area	Assessment	Subject Area	Scores Reported	Actions
<input type="checkbox"/>	1	<input type="text"/>	<input type="text"/>	Adaptive Behavior	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	Social	Std Score	<a href="#">DETAILS</a> <a href="#">LOG</a>
<input type="checkbox"/>	2	<input type="text"/>	<input type="text"/>	Adaptive Behavior	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Teacher Form	General Adaptive Composite (GAC)	Quotient	<a href="#">DETAILS</a> <a href="#">LOG</a>
<input type="checkbox"/>	1000	<input type="text"/>	<input type="text"/>	<div style="border: 2px solid red; padding: 2px;">Adaptive Behavior</div>	Custom Assessment	Literacy	Age Equiv	<a href="#">DETAILS</a> <a href="#">LOG</a>
<input type="checkbox"/>	1000	<input type="text"/>	<input type="text"/>	Adaptive Behavior	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	General Adaptive Composite (GAC)	Grade Equiv	<a href="#">DETAILS</a> <a href="#">LOG</a>

[ADD ASSESSMENT\(S\)](#)    [ADD MULTIPLE ASSESSMENT\(S\)](#)  
[BACK](#)    [SAVE](#)    [SAVE & CONTINUE >>](#)

- 7) Alternately, click “Add Multiple Assessments”. Select the Assessment Category of Special Education, which will display the full alphabetized list of all the assessments within ECATS.
- 8) Check all assessments to add.

## Add Multiple Assessments

Brittany Test

Assessment Category: Special Education

### Assessments:

- |  |   |
|--|---|
| <input type="checkbox"/> Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form  | <input type="checkbox"/> Sequenced Inventory of Communication Development           |
| <input type="checkbox"/> Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Teacher Form | <input type="checkbox"/> CELF - Preschool   |
| <input type="checkbox"/> Woodcock Johnson Tests of Achievement   | <input type="checkbox"/> Receptive-Expressive Emergent Language                     |
| <input type="checkbox"/> Key Math  | <input type="checkbox"/> Functional Communication Profile                           |
| <input type="checkbox"/> Woodcock Reading Mastery Test   | <input type="checkbox"/> Language Processing Test - R                               |
| <input type="checkbox"/> Weiss Comprehensive Articulation Test   | <input type="checkbox"/> Stuttering Severity Instrument                             |
| <input type="checkbox"/> Goldman-Fristoe Test of Articulation  | <input type="checkbox"/> MacArthur Evaluation of Language Fundamentals - R          |
| <input type="checkbox"/> Khan-Lewis Phonological Analysis  | <input type="checkbox"/> Clinical Evaluation of Language Fundamentals - R (age 5-7) |
| <input type="checkbox"/> The Assessment of Phonological Processes - R  | <input type="checkbox"/> Clinical Evaluation of Language Fundamentals - R (age 8+)  |
| <input type="checkbox"/> Expressive One-Word Picture Vocabulary Test   | <input type="checkbox"/> Wechsler Intelligence Scales for Children                  |
| <input type="checkbox"/> Receptive One-Word Picture Vocabulary Test  | <input type="checkbox"/> Wechsler Adult Intelligence Scale                          |
| <input type="checkbox"/> Preschool Language Scale - 3  | <input type="checkbox"/> Adaptive Behavioral Inventory for Children                 |
| <input type="checkbox"/> The Rossetti Infant-Toddler Language Scale  | <input type="checkbox"/> Test of Written Language                                   |
| <input type="checkbox"/> Peabody Picture Vocabulary Test - R   | <input type="checkbox"/> Brigance Diagnostic Inventories                            |
| <input type="checkbox"/> Assessing Semantic Skills through Everyday Themes   | <input type="checkbox"/> Illinois Test of Psycholinguistic Abilities                |
| <input type="checkbox"/> Utah Test of Language Development - 3   | <input type="checkbox"/> Peabody Individual Achievement Test                        |
| <input type="checkbox"/> Test of Problem Solving - R   |   |

BACK

ADD AREA(S) AND SCORE(S) >>

9) Click "Add Areas and Scores" to continue.

10) Fill in the relevant information, using the expand/collapse buttons to navigate down the page. Once completed, click "Save and Continue".

## Add Multiple Assessments

Brittany Test

### Woodcock Johnson Tests of Achievement

Date Administered:  

Assessment Area:

Subject Areas: (No items available)

☐ Std Score ☐ Percentile ☐ quotient

Scores Reported: ☐ Age Equiv ☐ # Errors ☐ text desc.

☐ Grade Equiv ☐ stanine

### Functional Communication Profile

CANCEL

SAVE & CONTINUE >>

## PSSP Process

## Source of Relevant Information Section

In this section, add areas assessed and link them with previously entered assessment data in addition to attendance, grade, and progress track data within ECATS. Note: data entered in this section will populate throughout other sections in the PSSP process.

- 1) First, add the areas assessed by clicking “Add/Remove Additional Areas”.

Source Of Relevant Info Brittany Test

Relevant Data ADD/REMOVE ADDITIONAL AREAS

[BACK](#) [SHOW SECTION](#) [SAVE](#) [SAVE & CONTINUE >>](#)

- 2) Check the relevant areas, and click “Save and Continue”.

Area(s) Assessed Brittany Test

Add/Remove Area(s) Assessed

<input checked="" type="checkbox"/> Adapted Physical Education	<input type="checkbox"/> Nursing Services	<input type="checkbox"/> Pre-Academic
<input type="checkbox"/> Audiology	<input type="checkbox"/> Occupational Skills	<input type="checkbox"/> Reading
<input type="checkbox"/> Behavior	<input type="checkbox"/> Occupational Therapy	<input type="checkbox"/> Social-Emotional
<input type="checkbox"/> Counseling Services	<input type="checkbox"/> Organizational/Study	<input type="checkbox"/> Speech/Language
<input type="checkbox"/> Daily Living	<input type="checkbox"/> Orientation & Mobility	<input type="checkbox"/> Visually Impaired
<input type="checkbox"/> Hearing Impaired	<input type="checkbox"/> Physical Therapy	<input type="checkbox"/> Writing
<input type="checkbox"/> Math		

[BACK](#) [SAVE & CONTINUE >>](#)

- 3) Using the expand/collapse buttons, associate data with each of the identified areas.

Source Of Relevant Info Brittany Test

Relevant Data ADD/REMOVE ADDITIONAL AREAS

☒ Adapted Physical Education ADD/REMOVE EXISTING DATA

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Add Assessment
Brittany Test

Add Assessment(s)

Add Attendance

Add Grades

Add Progress Track Data

BACK
SAVE & CONTINUE >>

## PSSP Process

### Present Levels Section

Within this section, specify the present levels of performance for each of the previously identified areas assessed.

- 1) Enter information regarding the present levels for each area, then complete the Additional Information table.

Present Levels
Brittany Test

Present Levels

For each Area(s) Assessed, specify the Present Level of Academic and Functional Performance.

Adapted Physical Education:

Additional Information

Describe any relevant medical information:

Describe how the disability impacts involvement and progress in the general curriculum:

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SHOW SECTION
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- 2) Once complete click the “Save & Continue” button to continue to the next page in the PSSP process.

## PSSP Process

### Special Factors Section

On this page, decide whether any special factors should be considered in the development of the PSSP.

- 1) Answer the questions and add additional information if necessary.

Special Factors

Brittany Test

Consideration of Special Factors

i

Consideration of Special Factors: below are the special factors that must be considered before the development of annual goals. Address each.

Is the student an English Learner?

Yes/No

Additional Information

▼

- 2) If the student has documented hearing loss, a Communication Plan Worksheet must be created. Click “Communication Plan Worksheet” to create the document.

Does the student have a documented hearing loss?

COMMUNICATION PLAN WORKSHEET

!

If yes, must complete the Communication Plan Worksheet

Yes/No

Location

Additional Information

Yes ▼

☐ Goals

☐ Accommodations

☐ Strengths

☐ Services

- 3) At the bottom of the page, specify if the areas assessed are in need of specially designed instruction.

☐ Strengths
☐ Services

Supports for academic, functional, personal changes or circumstances (if applicable)

What information is known about the student that will assist in developing a individualized education program?
☐ Not applicable at this time

Area in Need of SDI

*For each Area(s) Assessed specify if the Area is in Need of SDI.*

Adapted Physical Education:

## PSSP Process

### Annual Goals Section

This section allows users to build upon previously entered areas of need and present levels of academic and functional performance information.

- 1) Click “Add/Delete Goals” to add the details and objectives *(if applicable)* for each goal.

Measurable Annual Goals					
Area(s) in Need of SDI	Present Level of Performance	Details	Number of Goals	Number of Objectives:	
Math	test infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest info	<input type="button" value="ADD/DELETE GOALS"/>	1	2	

- 2) Click “Add Goals” to add and edit annual goals (criteria of mastery will be added later.)

Area of Need

Area Assessed: Math

Present Level of Performance: test infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest infotest info

Add Goal(s)

Annual Goal 1:

Annual Goal 2:

Annual Goal 3:

3) Then click “Goal Details/Objectives”.

Goals

ADD GOALS

Del	Pos	New Pos	Annual Goal	ESY	# Obj	Details
<input type="checkbox"/>	1	<input type="text"/>	enter information here	<input type="checkbox"/>	2	GOAL DETAILS/OBJECTIVES

4) Select the goal details and complete the required information in the first portion of the screen, including mastery criteria, assistive technology and relationship to transition goals. Objectives may be added, if needed or desired. If the student is receiving instruction using the Extended Content Standards, objectives are required.

- When included, two objectives must be added per goal.
- If the student will require the goal for ESY, check the box so that it will be included within the ESY Services Goal Integration section later in the process.

Goal Details

Annual Goal: enter information here

Is this goal related to transition goals?

No

Is Assistive Technology Required?

No

Method of Measuring Progress:

Anecdotal records

Behavior chart

Mastery Criteria:

Objectives

ADD OBJECTIVE(S)

Del	Pos	NewPos	Objective	Details
<input type="checkbox"/>	1	<input type="checkbox"/>	test info	DETAILS
<input type="checkbox"/>	2	<input type="checkbox"/>	test info	DETAILS

## PSSP Process

### Services Section

In this section, add special education and related service information.

- 1) Click “Add Special Ed Services”.

Services

Brittany Test

i

Description of Specially Designed Instruction and Related Services: Indicate the least restrictive environment in which the student can achieve the goal(s). If the student will be removed from nondisabled peers for any part of the day (general education classroom, nonacademic services and activities), explain why the services cannot be delivered with nondisabled peers with the use of supplemental aids and services.

Specially Designed Instruction

ADD SPECIAL ED SERVICE(S)

Related Services

ADD RELATED SERVICE(S)

- 2) Choose the Special Ed service(s) from the dropdowns. To add more than four services, click “Save and Continue” and then click “Add Special Ed Services” again to return to the page.



Add Special Ed Services Service(s)
Brittany Test

Special Ed Services

Adaptive P.E.

Cognitive/ Pre-Academic Skills

i To add more than 4 services of any one type, you must click the "Save and Continue" button, then return to this page.

BACK
SAVE & CONTINUE >>

3) Complete the information regarding the frequency and location of services.

Specially Designed Instruction
ADD SPECIAL ED SERVICE(S)

Del	Special Ed Service	Amount of Time	Frequency	Duration	Location
<input type="checkbox"/>	Adaptive P.E.	<input type="text"/> minute(s) ▼	<input type="text"/> per day ▼	<input type="text"/> <input type="text"/>	<input type="text"/>
<input type="checkbox"/>	Cognitive/ Pre-Academic Skills	<input type="text"/> minute(s) ▼	<input type="text"/> per day ▼	<input type="text"/> <input type="text"/>	<input type="text"/>

4) If applicable, add Related Services. Click "Add Related Services".

Related Services
ADD RELATED SERVICE(S)

Del	Related Service	Amount of Time / Frequency	Duration	Location	Service Type
<input type="checkbox"/>	Physical Therapy	<input type="text"/> 20 minute(s) ▼ <input type="text"/> 1 per reporting period ▼	<input type="text"/> 02/28/2018 <input type="text"/> 04/24/2018	<input type="text"/> Regular Education ▼	<input checked="" type="checkbox"/> Goal <input type="checkbox"/> Supplemental Aids / Services / Accommodations / Modifications

5) Choose the Related Service(s) from the dropdown menu. To add more than four services, click "Save and Continue" and then click "Add Related Services" again to return to the page.

## Related Services

Audiology
Counseling Services
Occupational Therapy
Physical Therapy
Speech/Language
Nursing Services

6) Complete the information regarding the amount of service time, frequency, duration and location.

## Related Services

[ADD RELATED SERVICE\(S\)](#)

Del	Related Service	Amount of Time / Frequency	Duration	Location	Service Type
<input type="checkbox"/>	Physical Therapy	20 minute(s) 1 per reporting period	02/28/2018 04/24/2018	Regular Education	<input checked="" type="checkbox"/> Goal <input type="checkbox"/> Supplemental Aids / Services / Accommodations / Modifications

7) Address any transportation needs of the student.

### Transportation

For students age 6 years or older, if the student is 100% removed from the traditional school setting, please indicate where services will be rendered:

Transportation - Choose one:

Describe special transportation services:

If the student will be removed from nondisabled peers for any part of the day, explain why the services cannot be delivered with nondisabled peers with the use of supplemental aids and services:

Progress Reports on IEP goals will be issued in accordance with school report card schedule. If the IEP team determines that more frequent progress reports are needed, indicate the schedule:

If the student is in preschool, describe how the student is involved in the general education program:

Describe consultation and/or training for school staff to meet the unique needs of the student:

Not applicable at this time

Not applicable at this time

Not applicable at this time

Not applicable at this time

Not applicable at this time

BACK SHOW SECTION SAVE SAVE & CONTINUE >>

## PSSP Process

### Services Goal Integration Section

In this section, edit goal integration with services and add supplemental aids.

- 1) All of the present level, goal, and services information previously entered in the process is available on this page.

[illegible]

- 2) Click “Edit Goal integration” to add services supporting the goal.

goal number 2

Service(s) supporting this goal: ☐ Math ☐ Occupational Therapy

[BACK](#) [SAVE & CONTINUE >>](#)

- 3) Check the corresponding service and then click “Save and Continue” to return to the Service Goal Integration page.
- 4) Click “Add Supplemental Aids”, and add information.

Supplemental Aids and/or Services

Math:

[BACK](#) [SAVE & CONTINUE >>](#)

## PSSP Process

## Create PSSP Section

On this page, complete the team member information, check for errors and create draft and final documents.

- 1) Fill in the PSSP Dates and Team Member tables. To edit the team members, return to the Team page within the Student Information dropdown.

Create PSSP
Brittany Test

The following information is required before you can create this Final Document.

### Team Members in Attendance

If you mark any of the required members below as excused, be sure a request to excuse has been completed prior to the meeting and that the parent has approved the excusal.

LEA Representative:

▼

☐ Excused

Special Education Teacher:

▼

☐ Excused

Regular Education Teacher:

▼

☐ Excused

Interpreter of Instructional Implications of Evaluation Results:

▼

☐ Excused

Participating Parents:

☐ Mrs & Mrs Test

Other Team Members:

☐ Michael Johnson
☐ Erik Ogburn
☐ Kelley Blas
☐ Quentin Parker
☐ Khalilah OFarrow
☐ SueAnn Stalnaker

Explanation of team participants/absence of participants (if needed):

- Click "Display Services Plan Errors" to view any missing or incomplete information within the PSSP; or click "Create Draft Document" to view a PDF file of the PSSP.

Click on 'Display Services Plan Errors' to check the entire Services Plan for errors. These errors must be corrected before a Final Services Plan can be created.

DISPLAY SERVICES PLAN ERRORS

CREATE DRAFT DOCUMENT

BACK

SAVE

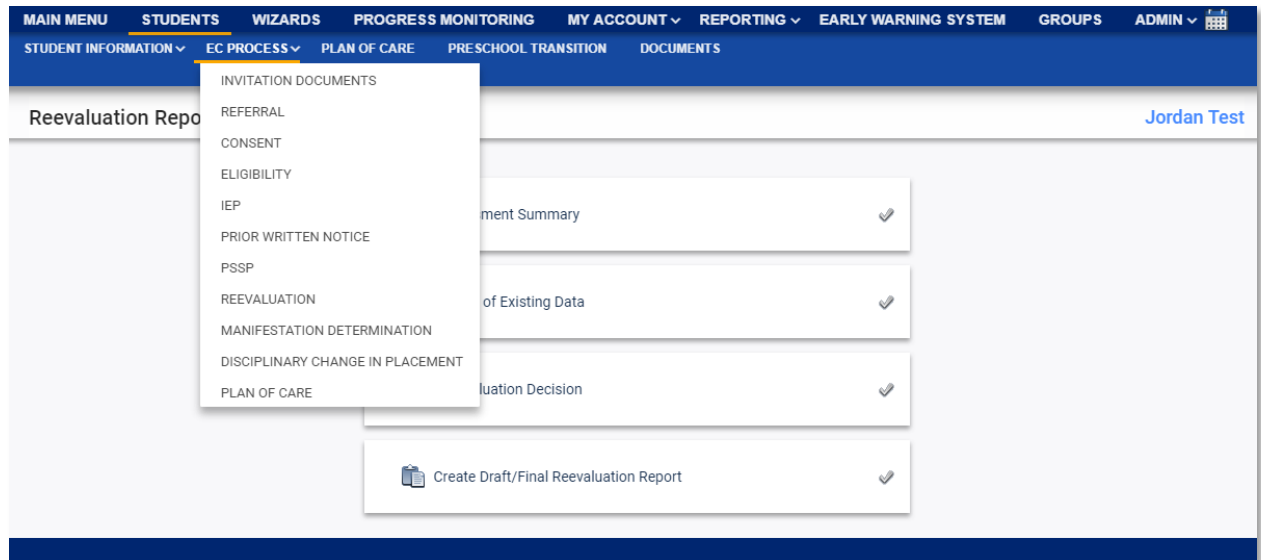
SAVE & CONTINUE >>

No PSSP Document Documents have been generated for this student.

- Once an error free draft document has been created, users will be able to create a final PSSP.

## REEVALUATION PROCESS TAB

- 1) Hover over the EC Process tab in the menu bar and click on “Reevaluation”.



- 2) On the Reevaluation Report process page, users will see the links for each section in the process.
  - a. If there is no data entered in any of the sections, the compliance check marks will appear clear.
  - b. As data is entered and saved in each section, the check marks will change to green check marks (all error checks are met) or red X signs (there are errors within that section that need to be addressed before a final document can be created).



- 3) Click on the first section in the process, “Assessment Summary.” Any assessments and evaluations entered for the student thus far will appear here. Click on the “Add Assessment(s)” button to add assessments to the table.

Assessment Summary Alexis Test - 100003 | 07/27/2009  
Training School | TS

Del	Pos	New Pos	Date	Assessment Area	Assessment	Subject Area	Scores Reported	Actions
<input type="checkbox"/>	1	<input type="text"/>	<input type="text"/>	Speech-language	Speech Language - Goldman-Fristoe Test of Articulation-2	Dictation	stanine	<a href="#">DETAILS</a> <a href="#">LOG</a>
<input type="checkbox"/>	2	<input type="text"/>	<input type="text"/>	Behavioral/Emotiv	Behavior - Behavior Evaluation Scale (BES-3), Home Version	Articulation	Percentile # Errors	<a href="#">DETAILS</a> <a href="#">LOG</a>

[ADD ASSESSMENT\(S\)](#)
[ADD MULTIPLE ASSESSMENT\(S\)](#)

[BACK](#)
[SAVE](#)
[SAVE & CONTINUE >>](#)

- 4) Select the assessment area and the assessment name from the dropdown. Based on the assessment selected, the subject area and the scores reported associated with that assessment will populate. Add comments in the comments text box provided.

Add Assessments Jordan Test

**Assessments** Custom Assessments

Assessment Area	Assessment	Subject Area	Score(s) Reported	Comments
Speech/Language	Adaptive Behavior - Adaptive E	Conceptual	<input checked="" type="checkbox"/> Std Score <input type="checkbox"/> Age Equiv <input type="checkbox"/> Grade Equiv <input type="checkbox"/> Percentile <input type="checkbox"/> # Errors <input type="checkbox"/> Stanine <input type="checkbox"/> Quotient <input type="checkbox"/> t score <input type="checkbox"/> Narrative	<input type="text" value="comments"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>

- 5) If users do not see the assessment they are looking for in the assessment dropdown, a custom assessment may be added via the **Custom Assessments** tab. This table will allow users to manually type in the assessment information.

**Add Assessments** Jordan Test

Assessments **Custom Assessments**

Custom Assessment	Subject Area	Score(s) Reported	Comments
<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Std Score <input type="checkbox"/> # Errors <input type="checkbox"/> Age Equiv <input type="checkbox"/> stanine <input type="checkbox"/> Grade Equiv <input type="checkbox"/> quotient <input type="checkbox"/> Percentile <input type="checkbox"/> text desc.	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Std Score <input type="checkbox"/> # Errors <input type="checkbox"/> Age Equiv <input type="checkbox"/> stanine <input type="checkbox"/> Grade Equiv <input type="checkbox"/> quotient	<input type="text"/>

- 6) Click the “Save and Continue” button at the bottom of the page and users will be brought back to the “Assessment Summary” page.
- The assessments added will be added to the table, and users can type in the date, or select a date via the calendar icon for that assessment.
  - Delete the assessment by selecting the “Del” checkbox next to it and clicking the “Save” button at the bottom of the page.

Del	Pos	New Pos	Date	Assessment Area	Assessment	Subject Area	Scores Reported	Actions
<input type="checkbox"/>	1	<input type="text"/>	<input type="text"/>	Speech-language	Speech Language - Goldman-Fristoe Test of Articulation-2	Dictation	stanine	<a href="#">DETAILS</a> <a href="#">LOG</a>
<input checked="" type="checkbox"/>	2	<input type="text"/>	<input type="text"/>	Behavioral/Emotiv	Behavior - Behavior Evaluation Scale (BES-3), Home Version	Articulation	Percentile # Errors	<a href="#">DETAILS</a> <a href="#">LOG</a>

[ADD ASSESSMENT\(S\)](#)    [ADD MULTIPLE ASSESSMENT\(S\)](#)  
[BACK](#)    [SAVE](#)    [SAVE & CONTINUE >>](#)

- 7) Add multiple assessments by selecting the “Add Multiple Assessments” button.
- Select a category from the Assessment Category dropdown, and users will see the assessments associated with that category populate below.
  - Select one or multiple and click the “Add Area(s) and Score(s)” button.

**Add Multiple Assessments** Jordan Test

---

Assessment Category: Special Education ▼

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**Assessments:**

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☒ Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form    ☐ TEST ITEM  
☐ Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Teacher Form

---

BACK
ADD AREA(S) AND SCORE(S) >>

8) Fill in the information associated with the assessments selected on that page.

**Add Multiple Assessments** Jordan Test

---

☒ Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form

---

Date Administered:  
 Assessment Area:  ▼

Subject Areas:    ☐ General Adaptive Composite (GAC)    ☐ Social    ☐ Conceptual    ☐ Practical


Scores Reported:    ☐ Std Score    ☐ Percentile    ☐ Quotient  
☐ Age Equiv    ☐ # Errors    ☐ t score  
☐ Grade Equiv    ☐ Stanine    ☐ Narrative

---

CANCEL
SAVE & CONTINUE >>






- 9) Once all the assessments are added, click the “Save and Continue” button at the bottom of the page.
- a. If there are no errors on the page, users will be brought to the “Review of Existing Data” section.
  - b. This page is made up of a series of expand/collapse tables that allow adding and removing data applicable to the reevaluation process for the student.
  - c. Each tab on the table has expand/collapse tables pertaining to each type of data.



 Data is only entered in the below review of existing data fields if it is existing prior to reevaluation. This information can otherwise be obtained through the evaluation plan once consent is obtained.



**Record Review** | Summary | Observational Data | Additional Observational Data | Additional Information

Record Review

 Attendance	<a href="#">ADD/REMOVE EXISTING DATA</a>
 Past and Current Grades/Work Samples	<a href="#">ADD/REMOVE EXISTING DATA</a>
 Results of Local and State Assessment Data	<a href="#">ADD/REMOVE EXISTING DATA</a>
 Relevant Medical/Health Information	
 Discipline Reports	

- 10) To expand a table, click on the plus sign. Users will see fields where data applicable to that area can be added.
- If no data is available for an area, users can check the “No data is available for this area” checkbox. If selected, the text box is disabled.
  - Click on the “Add/Remove Existing Data” button to add data from other sources.

II. Review of Existing Data by IEP Team Members (Must address all areas)

 Results of Local and State Assessment Data	<a href="#">ADD/REMOVE EXISTING DATA</a>
<p>Narrative: <input type="text"/></p> <p><input type="checkbox"/> No data is available for this area</p>	
 Past and Current Grades	<a href="#">ADD/REMOVE EXISTING DATA</a>

- 11) After clicking on the “Add/Remove Existing Data” button for a particular table, users will be brought to another page with expand/collapse tables where they can add Assessments, Attendance, Grades, and Progress Track data, if available.
- Click on the plus/minus signs to expand and collapse each table.
  - Click the “Save and Continue” button to be brought back to the “Review of Existing Data” page.

## [-] Add Assessment(s)

Add	Assessment(s)	Date
<input checked="" type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	11/29/2017
<input checked="" type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	01/03/2018
<input type="checkbox"/>	Adaptive Behavior - Adaptive Behavior Assessment System -2nd Edition (ABAS-II) - Parent Form	01/10/2018

## [-] Add Attendance

## [-] Add Grades

- 12) Complete the remaining tabs –Summary, Observational Data, Additional Observational Data, and Additional Information

### Summary

The screenshot shows the 'Summary' tab selected in the top navigation bar. Below the navigation bar, the 'Summary' section contains two expandable cards: 'Evaluations' and 'Classroom-based Assessments'. Each card has an 'ADD/REMOVE EXISTING DATA' link to its right. At the bottom of the form, there are four green buttons: 'BACK', 'SHOW SECTION', 'SAVE', and 'SAVE & CONTINUE >>'.

### Observational Data

The screenshot shows the 'Observational Data' tab selected. The main section is titled 'Observational Data Collected' and includes a date picker labeled 'Date:' and a text area labeled 'Results:'. To the right of the 'Results:' text area is a small icon of a person with a checkmark. Below these fields is a green button labeled 'ADD ADDITIONAL OBSERVATIONS'. At the bottom, there are four green buttons: 'BACK', 'SHOW SECTION', 'SAVE', and 'SAVE & CONTINUE >>'.

### Additional Observational Data

The screenshot shows the 'Additional Observational Data' tab selected. The main section is titled 'Additional Observational Data' and includes a blue information icon and a text area labeled 'Narrative:'. Below the text area is a checkbox labeled 'No data is available for this area'. At the bottom, there are four green buttons: 'BACK', 'SHOW SECTION', 'SAVE', and 'SAVE & CONTINUE >>'.

### Additional Information

- 13) Click the “Save and Continue” button. If there are no errors on the page, users will be brought to the “Reevaluation Decision” section. On this page, indicate the IEP team’s decision.

- 14) If users select that the IEP team has determined that no additional formal evaluations are needed, a textbox will display for further explanation.

- 15) If users select that the IEP team has decided that formal evaluations are needed, two additional tables will display with Yes/No questions that must be answered regarding Eligibility and Programming: Development of the IEP.

© The IEP Team has decided that formal evaluations are needed to determine:

---

**Eligibility**

☐ Yes ☐ No If the student continues to have the existing disability.  
☐ Yes ☐ No If the student has a different disability area suspected.  
☐ Yes ☐ No If the student continues to need special education and related services.

---

**Programming: Development of the Individualized Education Program**

☐ Yes ☐ No Present levels of academic achievement and functional performance.  
☐ Yes ☐ No Whether any additions or modifications to special education and/or related services are needed to meet measurable annual goals and participation in the general curriculum.

16) Once users have completed the “Reevaluation Decision” page, click the “Save and Continue” button. If there are no errors on the page, users will either be brought to the “Create Draft/Final Reevaluation Report” section or the “Evaluation Plan” section.

17) The Evaluation Plan section will only display if formal evaluations are required. On this page, users can select the needed Screenings and Evaluations.

**Screenings and Evaluations Needed**

<input type="checkbox"/> *Review of educational history/records	<input type="checkbox"/> Behavioral/Emotional Evaluation	<input type="checkbox"/> Medical Evaluation	<input type="checkbox"/> Progress Monitoring
<input type="checkbox"/> *Review of existing data	<input type="checkbox"/> Braille Skills Inventory and/or Media Assessment	<input type="checkbox"/> Motor Evaluation	<input type="checkbox"/> Psychological evaluation
<input type="checkbox"/> *Review of existing data/Rti documentation of problem-solving	<input type="checkbox"/> Braille Skills Inventory/Learning Media Assessment	<input type="checkbox"/> Motor Screening	<input type="checkbox"/> Social/Developmental History
<input type="checkbox"/> *Summary of Conference(s) with parents	<input type="checkbox"/> Educational evaluation	<input type="checkbox"/> Observation	<input type="checkbox"/> Speech-language screening
<input type="checkbox"/> Adaptive Behavior Evaluation	<input type="checkbox"/> Functional Vision Assessment	<input type="checkbox"/> Ophthalmological or optometric evaluation	<input type="checkbox"/> Speech-Language/Communication Evaluation
<input type="checkbox"/> Assessment/behavior rating tool specific to Autism	<input type="checkbox"/> Health Screening	<input type="checkbox"/> Otological evaluation	<input type="checkbox"/> Vocational Evaluation
<input type="checkbox"/> Audiological Evaluation			

- 18) Once users have completed the data fields on “Evaluation Plan” page (if required), click the “Save and Continue” button.
- If there are no errors on the page, users will be brought to the “Create Draft/Final Reevaluation Report” section.
  - On this page, select the meeting date and the meeting participants.
  - Click the “Excused” check box next to the participant’s name to indicate that they are excused from the meeting.

Create Draft/Final Reevaluation Report

Jordan Test

Eligibility Dates

Meeting Date:

Purpose of Meeting: Reevaluation Report

Meeting Participants

The following team members were in attendance: (A Request to Excuse Required IEP Team Member(s) has been obtained if any of the below participants are identified as excused):

LEA Representative:

☐ Excused

19) Address the Procedural Safeguards table by checking the box(es) as appropriate

Procedural Safeguards

☐ A copy of the Parent Rights and Responsibilities in Special Education: Notice of Procedural Safeguards has been provided to the parent/guardian/student if evaluations will be conducted.

☐ A copy of the Reevaluation Report, Eligibility Report, and Prior Written Notice will be provided to the parent/guardian/student.

CREATE DRAFT REEVALUATION REPORT

CREATE FINAL REEVALUATION REPORT

BACK

SAVE

SAVE & CONTINUE >>

20) At the bottom of the page is a button to create a draft document.

- Drafts can be created while there are still errors within the process; final documents cannot be created until all errors are corrected.
- Once the process is free of errors, the "Create Final" button will display, allowing the user to create a final document.
- Created documents can be viewed by clicking on the hyperlink for the document at the bottom of the Create Draft/Final Reevaluation Report page or on the Documents tab.

CREATE DRAFT REEVALUATION REPORT

CREATE FINAL REEVALUATION REPORT

SAVE

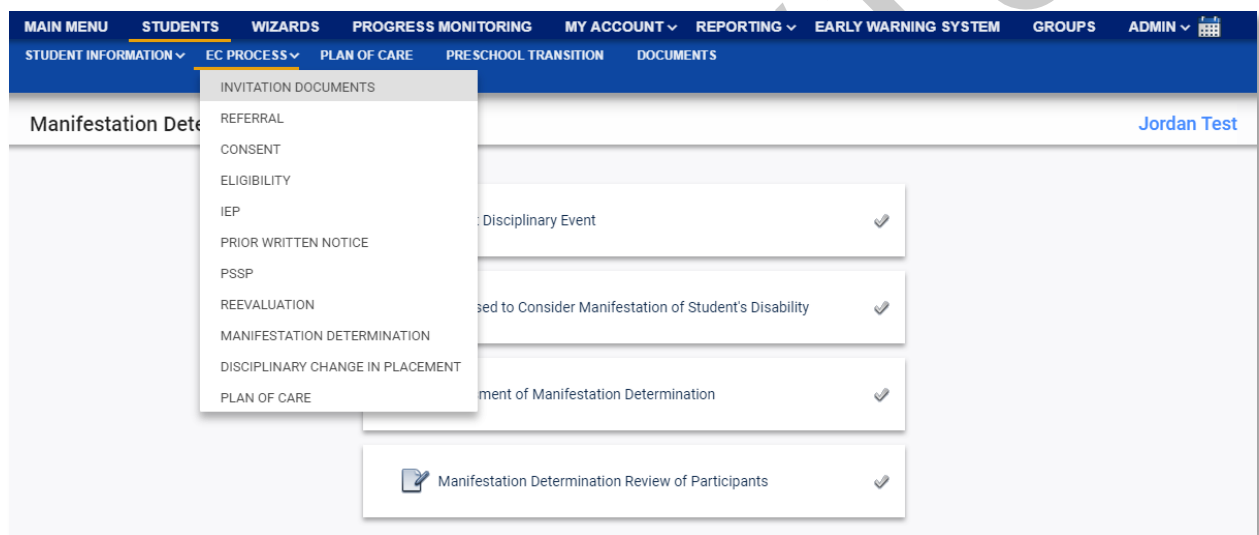
SAVE & CONTINUE >>

Reevaluation Report Documents

Document ID	Date Created	Created By	Document	Status
717	01/24/2018	Jess Bengé	<a href="#">Reevaluation Report</a>	(Draft)

## MANIFESTATION DETERMINATION TAB

- 1) Hover over the EC Process tab in the menu bar and click on “Manifestation Determination”
  - a. On the Manifestation Determination process page, users will see the links for each section in the process.
  - b. If there is no data entered in any of the sections, the compliance check marks will appear clear.
  - c. As data is entered and saved in each section, the check marks will change to green check marks (all error checks are met) or red X signs (there are errors within that section that need to be addressed before a final document can be created.)



- 2) Click on the first section in the process, "Current Disciplinary Event." Fill in the necessary data regarding the event.

**Complete the current disciplinary event details requested below.**

**Current Disciplinary Event**

**Describe the current disciplinary event, including administrative authority's written findings and any other details related to the event, as applicable.**

Description:

**Did the conduct in question:**

Involve a weapon?       Involve drugs?       Cause serious bodily injury?

- 3) At the bottom of the page, click the "Save and Continue" button. Any errors found in this section will display in a red box at the top of the page.
- 4) If there are no errors on the page, users will be brought to the "Data Used to Consider Manifestation of Student's Disability" section. Check the checkbox for each Data Source used.

**Data Used to Consider Manifestation of Student's Disability** Adrian Test - 100




**Complete the data used to consider manifestation of the student's disability as requested below.**

**Data Used to Consider Manifestation of Student's Disability**

Data Source	Used?	Date of Data Source
IEP	<input type="checkbox"/>	
Assessment/Evaluations	<input type="checkbox"/>	
Medical Information (including diagnosis and medication)	<input type="checkbox"/>	
Teacher Observations	<input type="checkbox"/>	
Discipline Report(s) (current school year)	<input type="checkbox"/>	
Functional Behavior Assessment	<input type="checkbox"/>	
Behavior Intervention Plan	<input type="checkbox"/>	
Other:	<input type="checkbox"/>	


- 5) As users check the checkboxes, date fields will display allowing entry of the date of the data source. If other data sources are used to consider the manifestation of the student's disability but do not appear on the list, select the checkboxes for "Other" and a text box will display to type in the data source.




Data Source	Used?	Date of Data Source
IEP	<input checked="" type="checkbox"/>	<input type="text"/> 
Assessment/Evaluations	<input type="checkbox"/>	
Medical Information (including diagnosis and medication)	<input type="checkbox"/>	
Teacher Observations	<input type="checkbox"/>	
Discipline Report(s) (current school year)	<input checked="" type="checkbox"/>	<input type="text"/> 
Functional Behavior Assessment	<input type="checkbox"/>	
Behavior Intervention Plan	<input type="checkbox"/>	
Other: <input type="text"/>	<input checked="" type="checkbox"/>	<input type="text"/> 
Other: <input type="text"/>	<input type="checkbox"/>	


6) Fill in the information regarding the implementation of the IEP.

**Implementation of the IEP**

Describe how the academic and behavioral goals on the student's IEP are being implemented:  

Describe how the accommodations, modifications, and supplementary services included in the student's IEP are being implemented:  

☐ The student's IEP does not include accommodations, modifications and supplementary services.


Describe how the related services included in the student's IEP are being implemented:  



☐ The student's IEP does not include related services.



7) Fill in the information regarding behavior. If more space is needed for revisions to the interventions or BIP, click the "Add Revisions" button at the top right of the Behavior table to add more entries. Up to 15 revisions may be added.

**Behavior** [ADD REVISIONS](#)

Does the student have a Behavior Intervention Plan (BIP) based on a Functional Behavioral Assessment?

 Explain how and when the interventions and/or BIP were revised (if any were completed).


Date of Revisions:   Explanation of Revisions:  

Date of Revisions:   Explanation of Revisions:  

Did the behavior patterns change over time (e.g. increase in frequency, duration, and/or intensity)?

- 8) Click the “Save and Continue” button at the bottom of the page and if there are no errors, users will be brought to the “Assessment of Manifestation Determination” section. Answer the questions by selecting “Yes” or “No” in each dropdown.

Assessment of Manifestation Determination Assessment Test - 100001 | 07/30/2003  
Training School | TS

 Complete the assessment of manifestation questions and determination as requested below.

### Essential Questions

Based on the above factors, was the conduct in question caused by the student's disability?

Based on the above factors, did the conduct in question have a direct or substantial relationship to the student's disability?

Was the conduct in question the direct result of the school district's failure to implement the IEP?

- 9) Based on the selections made in the dropdown, the final question on the page will automatically populate with “Yes” or “No.”

### Manifestation Determination

Is the violation of the student code of conduct a manifestation of the student's disability?  No

- 10) Click the “Save and Continue” button at the bottom of the page and if there are no errors, users will be brought to the “Manifestation Determination Review of Participants” section. Fill in the necessary information regarding the meeting date and the meeting participants. To add additional participants, click the “Add” button.

Manifestation Determination Review of Participants Adrian Test - 100001 | 09/30/200...  
Training School | T

i Complete the manifestation determination review of participants as requested below.

Manifestation Determination Meeting ADD

Meeting Date:

i The following individuals will be present at the Manifestation Determination meeting:

Name:

Name:

Position:

Position:

- 11) At the bottom of the page are buttons to create a draft or final document. Drafts can be created while there are still errors within the process; final documents cannot be created until all errors are corrected.

[CREATE DRAFT DOCUMENT](#)

[CREATE FINAL DOCUMENT](#)

- 12) Created documents can be viewed by clicking on the hyperlink for the document at the bottom of the Manifestation Determination Review of Participants page (where users create the draft/final) or on the Documents tab.

[BACK](#)
[SHOW SECTION](#)
[SAVE](#)
[SAVE & CONTINUE >>](#)

Manifestation Determination Documents




Document ID	Date Created	Created By	Document	Status
181	04/25/2018	Liliana Gregory	<a href="#" style="color: #007bff; text-decoration: underline;">Manifestation Determination</a>	(Draft)

## DISCIPLINARY CHANGE IN PLACEMENT TAB

- 1) Hover over the EC Process tab in the menu bar and click on “Disciplinary Change in Placement”. This will take users to the process page for the Disciplinary Change in Placement.

STUDENT INFORMATION	EC PROCESS	PLAN OF CARE	PRESCHOOL TRANSITION	DOCUMENTS
Disciplinary Change	INVITATION DOCUMENTS			
	REFERRAL			
	CONSENT			
	ELIGIBILITY			
	IEP			
	PRIOR WRITTEN NOTICE			
	PSSP			
	REEVALUATION			
	MANIFESTATION DETERMINATION			
	DISCIPLINARY CHANGE IN PLACEMENT			

2) Click on the first section in the process, "Disciplinary Change in Placement."

	Disciplinary Change in Placement	✓
	Prior Written Notice - Disciplinary Change in Placement	✓
	Invitation to IEP Team Meeting	

3) Fill in the Pertinent Information table.


Disciplinary Change in PlacementJordan Test


Pertinent Information

To which parent/guardian/student is this letter addressed?

Additional invitation to parent/guardian/student (if needed):

For a child who has had rights transferred and/or whose transition will be discussed during the IEP team meeting: ☐ Your child is being invited to attend this meeting as required by state and federal statute.

Date sent:  

Manifestation Determination Meeting Date:  

Manifestation Determination Meeting Time:

- 4) Add the individuals attending the Manifestation Determination Meeting by clicking the “Add Individuals” button. Fill in their name and position.


Individuals Attending Manifestation Determination Meeting

Name	Position
<input type="button" value="ADD INDIVIDUALS"/>	

- 5) At the bottom of the page, click the “Save and Continue” button. Any errors found in this section will display in a red box at the top of the page.
- 6) If there are no errors on the page, users will be brought to the “Prior Written Notice – Disciplinary Change in Placement” section. Enter the explanation of actions in the text boxes provided.

Prior Written Notice - Disciplinary Change in PlacementJordan Test

Explanation of Actions

 All items must be addressed.

School personnel determined disciplinary change in placement because:

Describe the reasons and length of the proposed removal:

- 7) At the bottom of the page, click the “Save and Continue” button. Any errors found in this section will display in a red box at the top of the page.
- 8) If there are no errors on the page, users will be brought to the “Invitation to IEP Team Meeting” section. Fill in the necessary information regarding the meeting purpose.

Meeting Purpose

The purpose of this meeting is to (Check all that may apply):

- ☐ Discuss the special education referral for an initial evaluation or reevaluation
- ☐ Discuss evaluation results to determine eligibility for special education and related services
- ☐ Discuss, develop, review and/or revise the individualized education program
- ☐ Discuss educational placement
- ☐ Discuss transition
- ☐ Other

- 9) Fill in the necessary information regarding meeting participants.

Participants

The following required members of the IEP team are expected to attend the meeting (A Request to Excuse Required IEP Team Member(s) has been obtained if any of the below participants are identified as excused).

Team Participants:

- ☐ LEA Representative
- ☐ Special Education Teacher
- ☐ General Education Teacher
- ☐ Interpreter of Instructional Implications of Evaluation Results


Other Participants Expected to Attend:

- ☐ Audiologist(s)
- ☐ Physical Therapist(s)
- ☐ School Counselor
- ☐ Social Worker
- ☐ Speech Language Pathologist(s)
- ☐ Transition Coordinator
- ☐ Occupational Therapist(s)
- ☐ Psychologist
- ☐ School System Administrator
- ☐ Specialist(s)
- ☐ School Nurse
- ☐ Other


Are there any outside agencies/community organizations attending the IEP Team meeting?

- 10) Fill in the necessary information regarding meeting details.

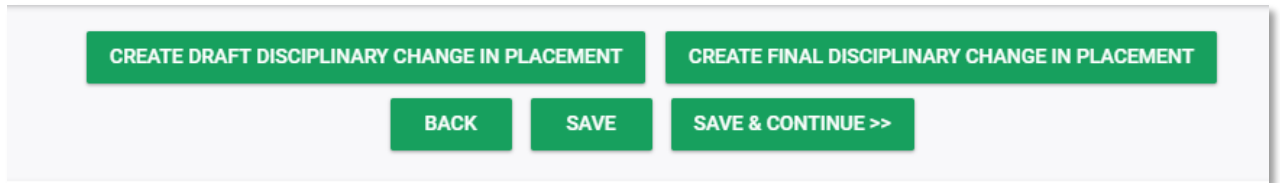
Meeting Details

Meeting Date:  

Meeting Time:

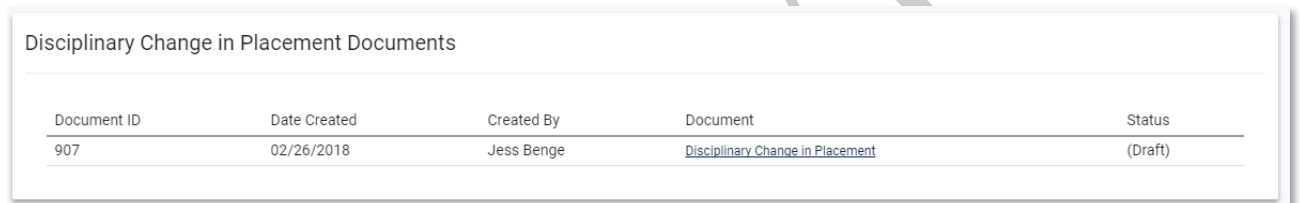
Meeting Location:  

- 11) At the bottom of the page are buttons to create a draft or final document. Drafts can be created while there are still errors within the process; final documents cannot be created until all errors are corrected.



A screenshot of a software interface showing four green buttons at the bottom of a page. The buttons are arranged in two rows. The top row contains 'CREATE DRAFT DISCIPLINARY CHANGE IN PLACEMENT' and 'CREATE FINAL DISCIPLINARY CHANGE IN PLACEMENT'. The bottom row contains 'BACK', 'SAVE', and 'SAVE & CONTINUE >>'.

- 12) Created documents can be viewed by clicking on the hyperlink for the document at the bottom of the Invitation to IEP Team Meeting page (where users created the draft/final) or on the Documents tab.



A screenshot of a table titled 'Disciplinary Change in Placement Documents'. The table has five columns: Document ID, Date Created, Created By, Document, and Status. It contains one row of data.

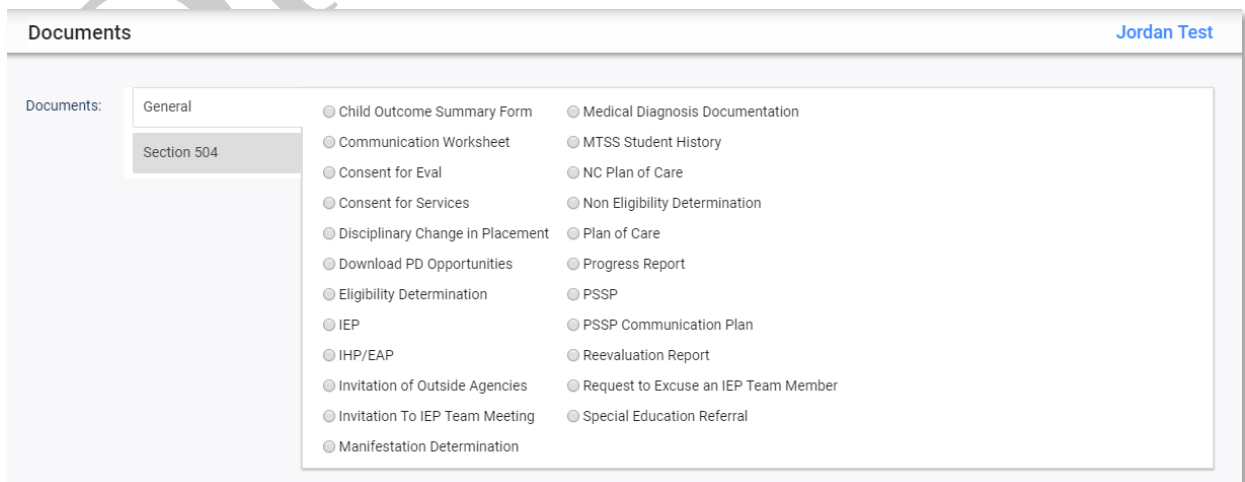
Document ID	Date Created	Created By	Document	Status
907	02/26/2018	Jess Bengé	<a href="#">Disciplinary Change in Placement</a>	(Draft)

## DOCUMENTS TAB



A screenshot of a navigation bar with three tabs: 'STUDENT INFORMATION', 'EC PROCESS', and 'DOCUMENTS'. The 'DOCUMENTS' tab is highlighted with a red border.

The Documents tab allows users to create various types of documents. Users can select the type of document to create by clicking on the radio button next to the document name. A Draft document with no system errors must be completed before a Final document can be created. All Drafts will print with a 'Proposed' watermark on each page. Drafts are saved in ECATS for 30 days and Final Documents remain in the system permanently.



A screenshot of the 'Documents' tab interface. It shows a list of document types with radio buttons next to them. The 'General' tab is selected on the left. The user's name 'Jordan Test' is displayed in the top right corner.

Documents: General Section 504

- ☐ Child Outcome Summary Form
- ☐ Communication Worksheet
- ☐ Consent for Eval
- ☐ Consent for Services
- ☐ Disciplinary Change in Placement
- ☐ Download PD Opportunities
- ☐ Eligibility Determination
- ☐ IEP
- ☐ IHP/EAP
- ☐ Invitation of Outside Agencies
- ☐ Invitation To IEP Team Meeting
- ☐ Manifestation Determination
- ☐ Medical Diagnosis Documentation
- ☐ MTSS Student History
- ☐ NC Plan of Care
- ☐ Non Eligibility Determination
- ☐ Plan of Care
- ☐ Progress Report
- ☐ PSSP
- ☐ PSSP Communication Plan
- ☐ Reevaluation Report
- ☐ Request to Excuse an IEP Team Member
- ☐ Special Education Referral

All Draft and Final documents created for the student are listed at the bottom of the screen in the *Documents Created* table. Draft documents will have '(Draft)' in the *Status* column while Final documents will have '**Final**' in this column. To view these documents, click on the [blue](#) hyperlink.

Documents created for Jordan Test							
Del	Doc ID	Date Generated ?	Generated By	Document ?	Batch		Status
<input type="checkbox"/>	907	02/26/2018	Jess Bengé	<a href="#">Disciplinary Change in Placement</a>	PDF	<input type="checkbox"/>	(Draft)
<input type="checkbox"/>	874	02/15/2018	Jess Bengé	<a href="#">Manifestation Determination</a>	PDF	<input type="checkbox"/>	(Draft)
<input type="checkbox"/>	831	02/01/2018	Jess Bengé	<a href="#">Prior Written Notice</a>	PDF	<input type="checkbox"/>	(Draft)
<b>E</b>	745	01/25/2018	Jess Bengé	<a href="#">PSSP</a>	PDF	<input type="checkbox"/>	<b>Final</b>
<b>E</b>	734	01/25/2018	Grzegorz Galinski	<a href="#">NC Plan of Care</a>	PDF	<input type="checkbox"/>	<b>Final</b>

#### To Create a Document:

- 1) Click on the radio button next to the document to create.
- 2) Click on either the 'Create Draft' or 'Create Final Document' button.
- 3) Complete all information required for that document.
- 4) At the bottom of the screen, click on either the 'Create Draft Document' or 'Create Final Document' button.

#### Tips for this page:

Only click the 'Create Draft/Final Document' button once. The system will begin to create the document. This process may take several seconds depending on the amount of information being processed.

#### To View a Created Document:

- 1) Click on the blue hyperlink title of the document.
- 2) The PDF viewer will automatically launch.
- 3) The document is viewable in a non-editable format.
- 4) To return to ECATS, simply click on any of the ECATS menu buttons at the top of the screen. DO NOT close the browser.
- 5) To print the document, choose the *Print* icon in the PDF viewer.
- 6) If there are errors in the document, they will display in a list. Click the "View Errors in a Separate Window" button to open a pop-up window with the errors listed, and click the "Back to Document Creation Page" link to navigate back to the data entry page to fix the errors.

The following errors were encountered while trying to create your Document:

You must enter the Meeting Date

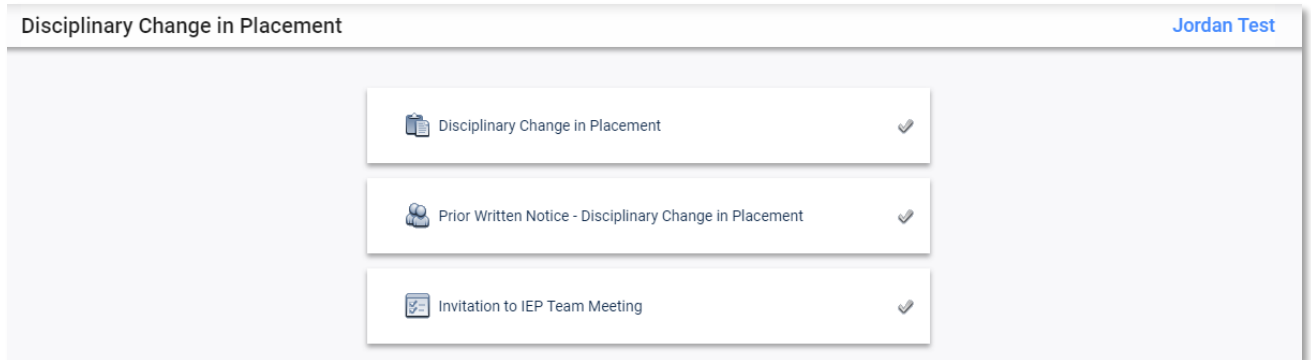
**VIEW ERRORS IN A SEPARATE WINDOW**

[Back to Document Creation Page](#)

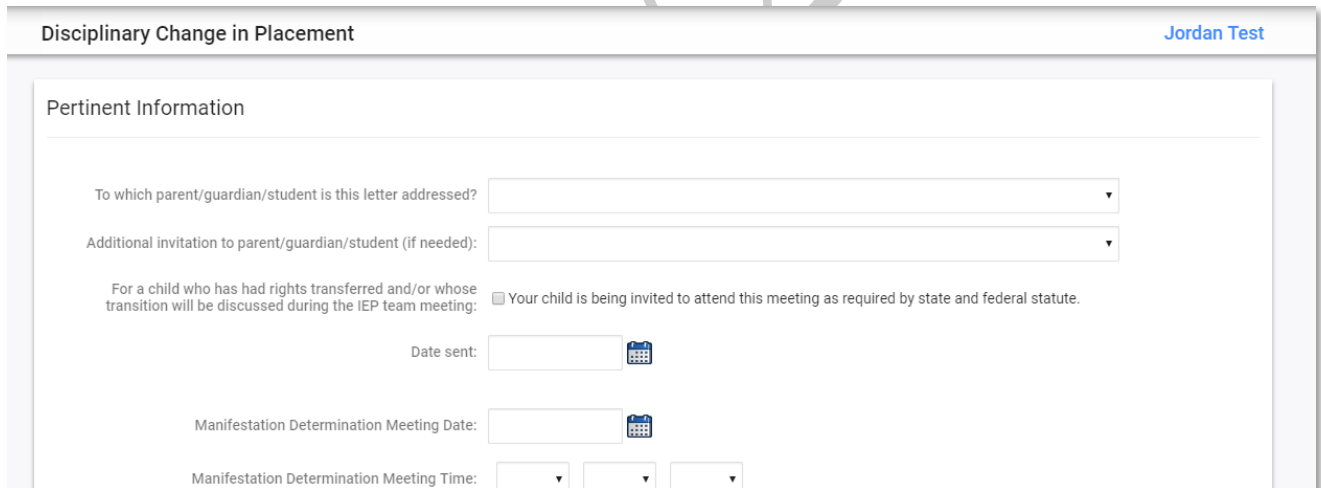


## DISCIPLINARY CHANGE IN PLACEMENT TAB

- 13) Hover over the EC Process tab in the menu bar and click on “Disciplinary Change in Placement” from the dropdown menu. This will take users to the process page for the Disciplinary Change in Placement.



- 14) Click on the first section in the process, “Disciplinary Change in Placement.” Fill in the necessary data regarding the Manifestation Determination meeting.




- 15) At the bottom of the page, click the “Save and Continue” button. Any errors found in this section will display in a red box at the top of the page.
- 16) If there are no errors on the page, users will be brought to the “Prior Written Notice – Disciplinary Change in Placement” section. Enter the explanation of actions in the text boxes provided.

Prior Written Notice - Disciplinary Change in Placement

Jordan Test

Explanation of Actions

 All items must be addressed.

School personnel determined disciplinary change in placement because:

Describe the reasons and length of the proposed removal:

BACK

SHOW SECTION

SAVE

SAVE & CONTINUE >>

- 17) At the bottom of the page, click the “Save and Continue” button. Any errors found in this section will display in a red box at the top of the page.
- 18) If there are no errors on the page, users will be brought to the “Invitation to IEP Team Meeting” section. Fill in the necessary information regarding the meeting date and the meeting participants.

Invitation to IEP Team Meeting

Jordan Test

Meeting Purpose

The purpose of this meeting is to (Check all that may apply):

- ☐ Discuss the special education referral for an initial evaluation or reevaluation
- ☐ Discuss evaluation results to determine eligibility for special education and related services
- ☐ Discuss, develop, review and/or revise the individualized education program
- ☐ Discuss educational placement
- ☐ Discuss transition
- ☐ Other

Participants

- 19) At the bottom of the page are buttons to create a draft or final document. Drafts can be created while there are still errors within the process; final documents cannot be created until all errors are corrected.

CREATE DRAFT DISCIPLINARY CHANGE IN PLACEMENT

CREATE FINAL DISCIPLINARY CHANGE IN PLACEMENT

BACK

SAVE

SAVE & CONTINUE >>

20) Created documents can be viewed by clicking on the hyperlink for the document at the bottom of the Create Draft/Final page or on the Documents tab.

Disciplinary Change in Placement Documents				
Document ID	Date Created	Created By	Document	Status
907	02/26/2018	Jess Bengte	<a href="#">Disciplinary Change in Placement</a>	(Draft)

## DOCUMENTS TAB



The Documents page allows creation of various types of documents. Select the type of document to create by clicking on the radio button next to the document/letter name. A Draft document with no system errors must be completed before Final document can be created. All Drafts will print with a 'Proposed' watermark on each page except for the signature page. Drafts are saved in ECATS for 30 days (unless configured differently by the district) and Final Documents remain in the system permanently.

Documents

Jordan Test

Documents:

General

Section 504

☐ Child Outcome Summary Form
 ☐ Medical Diagnosis Documentation

☐ Communication Worksheet
 ☐ MTSS Student History

☐ Consent for Eval
 ☐ NC Plan of Care

☐ Consent for Services
 ☐ Non Eligibility Determination

☐ Disciplinary Change in Placement
 ☐ Plan of Care

☐ Download PD Opportunities
 ☐ Progress Report

☐ Eligibility Determination
 ☐ PSSP

☐ IEP
 ☐ PSSP Communication Plan

☐ IHP/EAP
 ☐ Reevaluation Report

☐ Invitation of Outside Agencies
 ☐ Request to Excuse an IEP Team Member

☐ Invitation To IEP Team Meeting
 ☐ Special Education Referral

☐ Manifestation Determination

All Draft and Final documents created for the student are listed at the bottom of the screen in the *Documents Created* table. Draft documents will have '(Draft)' in the *Status* column while Final documents will have a check box in this column. To view these documents, click on the [blue](#) hyperlink.

Documents created for Jordan Test							
Del	Doc ID	Date Generated ?	Generated By	Document ?	Batch		Status
<input type="checkbox"/>	907	02/26/2018	Jess Benge	<a href="#">Disciplinary Change in Placement</a>	PDF	<input type="checkbox"/>	(Draft)
<input type="checkbox"/>	874	02/15/2018	Jess Benge	<a href="#">Manifestation Determination</a>	PDF	<input type="checkbox"/>	(Draft)
<input type="checkbox"/>	831	02/01/2018	Jess Benge	<a href="#">Prior Written Notice</a>	PDF	<input type="checkbox"/>	(Draft)
E	745	01/25/2018	Jess Benge	<a href="#">PSSP</a>	PDF	<input type="checkbox"/>	Final
E	734	01/25/2018	Grzegorz Galinski	<a href="#">NC Plan of Care</a>	PDF	<input type="checkbox"/>	Final

#### To Create a Document/Letter:

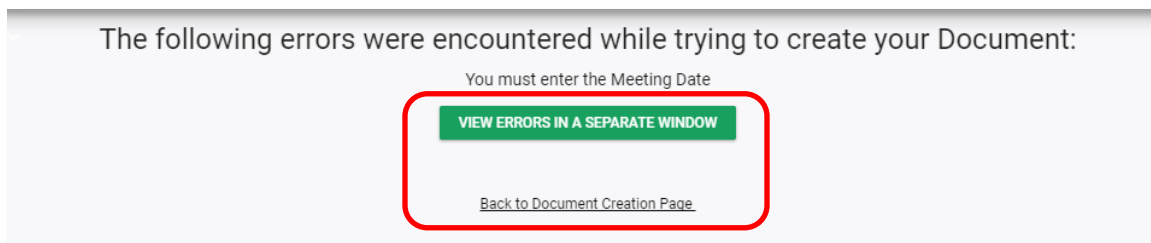
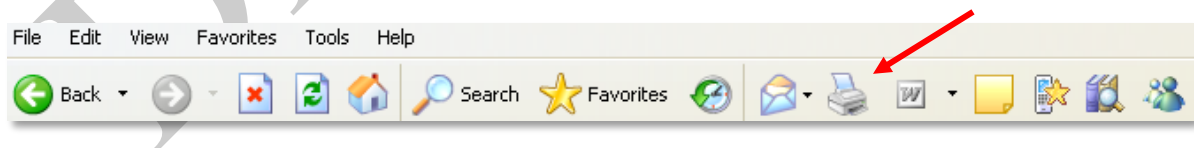
- 5) Click on the radio button next to the document/letter to create.
- 6) Click on either the 'Create Draft' or 'Create Final Document' button.
- 7) Complete all custom data information – custom data will vary depending on the document or letter being created.
- 8) At the bottom of the screen, click on either the 'Create Draft Document' or 'Create Final Document' button.

#### Tips for this page:

Only click the 'Create Draft/Final Document' button once. The system will begin to compile the entered data for document generation once the button is clicked. This data compilation process may take several seconds depending on the amount of information being processed.

#### To View a Created Document/Letter:

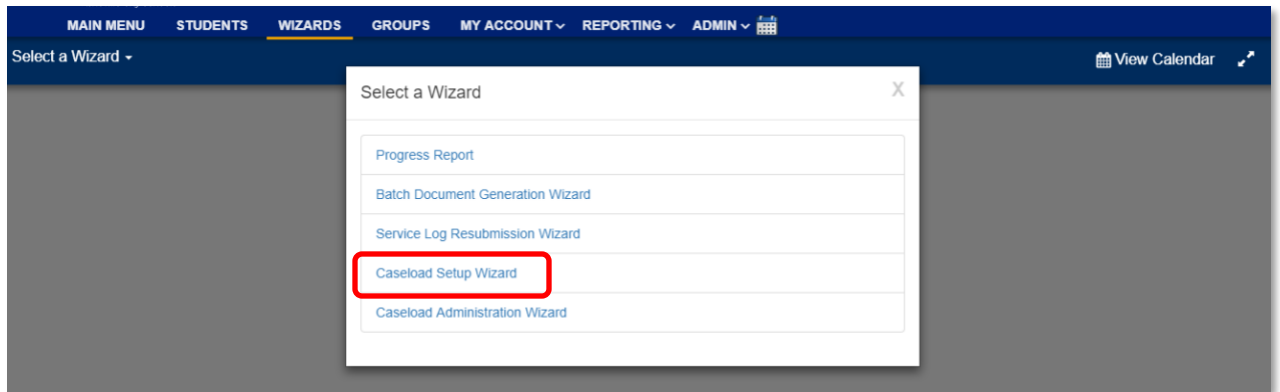
- 7) Click on the blue hyperlink title of the document.
- 8) Adobe Acrobat Reader will automatically launch.
- 9) The document is viewable in a non-editable format.
- 10) The browser toolbar, the ECATS menu bar and the Adobe menu bar will all appear. To return to ECATS, simply click on any of the ECATS menu buttons at the top of the screen. DO NOT close the browser.
- 11) To print the document, choose the *Print* icon in the Adobe toolbar.
- 12) If there are errors in the document, they will display in a list. Click the "View Errors in a Separate Window" button to open a pop-up window with the errors listed, and click the "Back to Document Creation Page" link to navigate back to the data entry page to fix the errors.



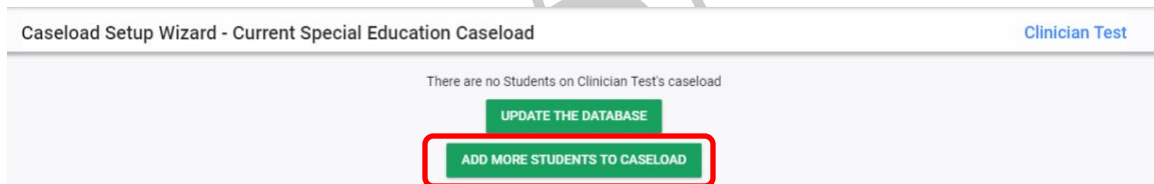
## MANAGING YOUR CASELOAD

### Using the Caseload Setup Wizard

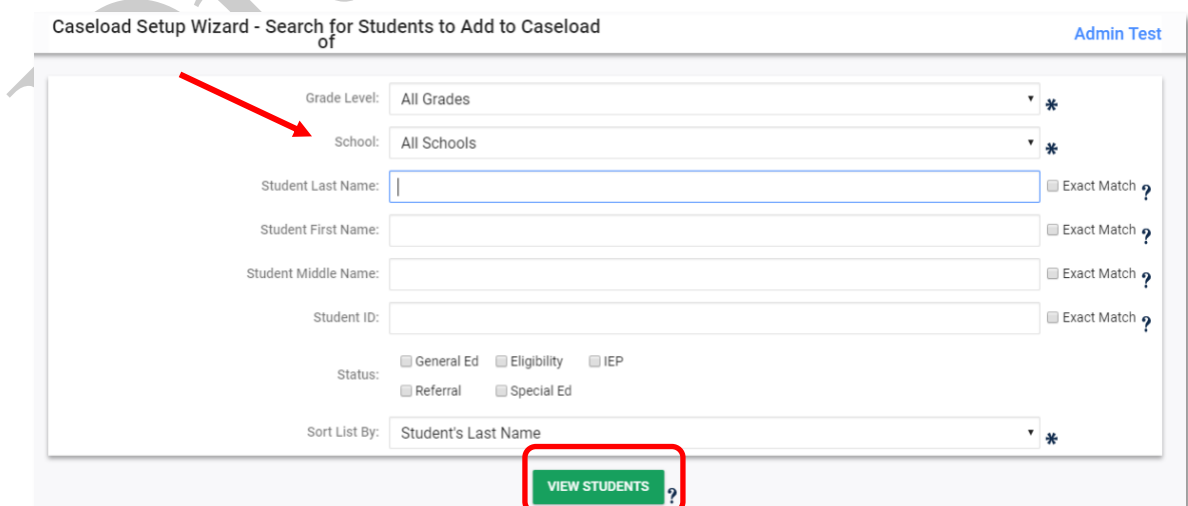
- 1) In the “Wizards” tab, select Caseload Setup Wizard link.



- 2) After selecting the Caseload Setup Wizard, click on the 'Add More Students to Caseload' button.



- 3) Search for the student(s) you would like to add to your caseload. Keep the search as broad as possible, usually by school.
- 4) Click on the 'View Students' button.



- 5) Check the *Case Manager* or *Team Member* checkbox next to the student(s) you would like to add to your caseload.
- 6) The type of service you provide will automatically be selected on the right side of the screen (i.e. Speech, OT, etc).
- 7) After clicking 'Add Students to Caseload,' the students will be added to your caseload, along with the type of service that you provide.

**Caseload Setup Wizard - Select Students to add to caseload of** Admin Test

To add a Student to your caseload, select EITHER the Case Manager OR Team Member check box. You should never select both. If the check box next to the related service is checked, then the service will be added to the Student's Related Services Page if it does not already exist.

Case Manager		Team Member		Student	School	Grade	DOB	Case Manager	Services
CHECK ALL	CHECK NONE	CHECK ALL	CHECK NONE						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Girish Dalvi	TST		12/18/2017		(No items available)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	John Henry Ford JHF	TST		11/26/2007		(No items available)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	George Test Galinski	TST	6	12/01/2017	Francis Galinski	(No items available)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Golas Galinski	TST	AE	12/05/2007	Francis Galinski	(No items available)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Mickey Galinski	TST	PK	11/01/2008	Francis Galinski	(No items available)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Remington Alexander Galinski SFX	TST	5	01/01/1998	Francis Galinski	(No items available)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Abhishek P Potdar NC	TST		01/26/2000	Abhishek Potdar CL-VO	(No items available)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Krishna qa krishnaqa	TST	GR	01/30/2008		(No items available)

#### Removing a Student from Your Caseload:

- 1) Uncheck the *IEP Team* or *Case Manager* checkbox next to the student(s) you would like to remove from your caseload.
- 2) Click the 'Update the Database' button – this will remove all of the students you selected.

<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student	School	Grade	DOB	Services
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Caleb Test	TST	2	12/07/2008	Caleb User Test
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Christine MiddleName Test	TST	1	03/30/2010	Dominik Test Galinsk
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dana QA Test	TST	KI	11/17/2012	Caleb User Test
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Erin Test	TST	3	01/02/2008	Test Test TT
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Jordan Test	TST	2	11/04/2007	Test Test TT
<input type="checkbox"/>	<input type="checkbox"/>	Krishna Test	TST	5	11/01/2004	Admin Test
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Pranitha QA Test	TST	PK	12/19/2010	Pranitha Clinician
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student Test	TST	1	01/01/2011	Dominik Test Galinsk
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Robyn Test2	TST	4	03/08/2008	Pranitha Clinician

(10 Students)

UPDATE THE DATABASE  
ADD MORE STUDENTS TO CASELOAD

#### Viewing Your Caseload:

- 1) On the "Main Menu" tab, click the "Students" tab.
- 2) Click on the 'View My Caseload' button.
- 3) A list of your students will appear.

### Criteria for Selecting Students to View

Grade Level:	All Grades ▾ *	
School:	All Schools ▾ *	
Student Last Name:	<input type="text"/>	<input type="checkbox"/> Exact Match ?
Student First Name:	<input type="text"/>	<input type="checkbox"/> Exact Match ?
Student Middle Name:	<input type="text"/>	<input type="checkbox"/> Exact Match ?
Student ID:	<input type="text"/>	<input type="checkbox"/> Exact Match ?
Status:	<input type="checkbox"/> General Ed <input type="checkbox"/> Eligibility <input type="checkbox"/> IEP <input type="checkbox"/> Referral <input type="checkbox"/> Special Ed	
Sort List By:	Student's Last Name ▾ *	

VIEW STUDENTS ?

ADVANCED STUDENT SEARCH

VIEW MY CASELOAD ?

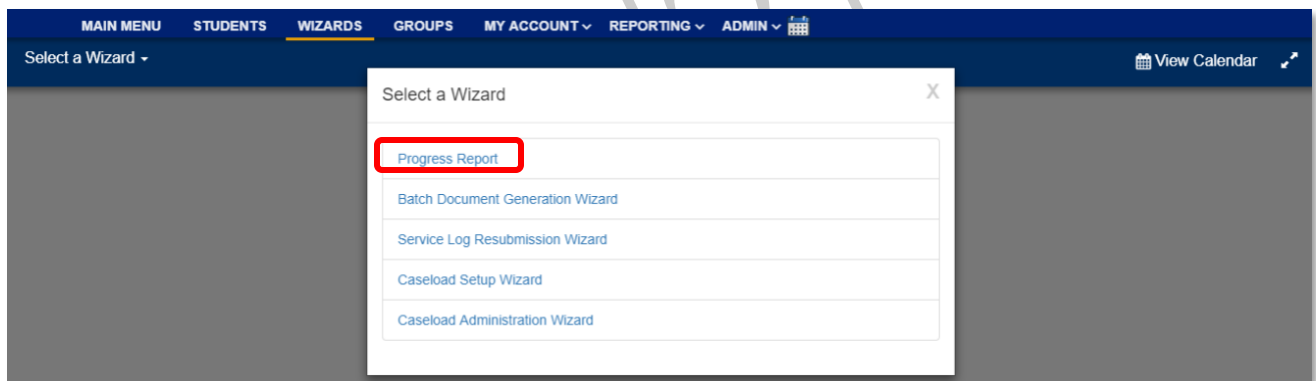
## PROGRESS REPORT WIZARD



The “Wizards” tab on the Main Menu allows you to create progress reports. As an IEP Team member, you will be able to update the status of goals and/or objectives. To generate progress reports for a student, you must be their Case Manager and they must have a finalized currently valid IEP in the system.

### *Using the Progress Report Wizard*

- 1) The School Year field defaults automatically to the current school year.
- 2) Select the appropriate reporting period from the drop-down menu.
- 3) Select the student(s) for whom you would like to update status and/or generate Progress Reports for by checking the box next to their name.
- 4) Click the ‘Continue’ button.



After clicking the ‘Continue’ button, you will be asked to enter the Status for each Annual Goal. Once this is complete, you can click on one of five buttons:

- 1) ‘Skip this Student’ – Click this if you do not want to create a Progress Report.
- 2) ‘Create Final Progress Report and Move to Next Student’.
- 3) ‘Create Draft Report and Move to Next Student’.
- 4) ‘Just Update the Database’ – This will save the information without creating a Progress Report. You will return to the Wizards main screen.
- 5) ‘Update and Move to Next Student’ – This will save the information without creating a Progress Report. You will go to the next student’s screen.



## Progress Report

(Select Students)

This wizard will guide you through generating Progress Reports for your Students.

Please be sure to select the correct Reporting Period.

School Year: 2017-2018

Reporting Period: ▼

Select the Students for whom you would like to update status and/or generate Progress Reports.  
Students that do not have a currently valid final IEP / ISP will not show in this list.  
Students who transferred into this school system with events but without detailed historical information may show as having a current IEP / ISP, but will also not appear below and will need a new IEP / ISP before a Progress Report can be created.

CHECK ALL

CHECK NONE

- ☒ Abhishek P Potdar NC ☒ Dana QA Test
- ☒ Lillian Test Student ☒ Jordan Test
- ☒ Abhishek Test NC ☒ Krishna Test
- ☒ Alex Marcin Test AMT ☒ Student Test
- ☒ Brittany Test

(9 Available Students)

## Progress Report

Dana QA Test (2017-2018 - Reporting Period 1) (Student 6 of 9)

SKIP THIS STUDENT

Annual Goal: Annual Goal #1 for Audiology

Status: Progressing at a rate appropriate to meet annual goal ▼

Status Narrative:  
(for Progress Report)

test

Progress Monitoring:

Objective	Status	Status Narrative
Objective #1 for Goal #1	<span style="border: 1px solid black; padding: 2px;">Met goal ▼</span>	test

JUST UPDATE THE DATABASE

UPDATE AND MOVE TO NEXT STUDENT

CREATE DRAFT PROGRESS REPORT AND MOVE TO NEXT STUDENT

## LOGGING OUT OF ECATS

From the Main Menu:



To log out of ECATS:

- 1) Click the “Log Out” tab at the right of the menu bar.
  - 2) After logging out, close the browser:
- Log out from any part of the system.
  - Users do not have to go back to the Main Menu.
  - Users must log out of ECATS and close browser if users:
    - Step away from the computer.
    - Finish using the system.
    - Leave for the day.

### **Always Log Out and Exit the Browser**

If users do not Log Out and close the browser, anyone can access information in ECATS or record information under user’s log-in name.